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ABSTRACT

The handbook contains resource material useful in planning and conducting career education workshops for various groups of educational personnel. The first part, the Workshop Planning Guide, contains overall planning considerations and a section outlining a series of specific planning tasks. The second and largest part, the Workshop Materials, is divided into five units. The units are further divided into modules, each beginning with special instructions and suggestions for the implementor. Unit 1 includes sample forms and information for modules on introducing the workshop and effective group collaboration. In Unit 2, materials are provided for systematically analyzing the role of the school in providing career education and the Michigan Career Education Model is introduced. The infusion process for integrating career development concepts into existing curriculum is presented in Unit 3. Infusion handbooks for counselors and teachers are included. In the fourth unit there is a checklist to evaluate infusion process results and a worksheet on personal goal setting. Unit 5 contains optional modules on expanding the cooperative efforts of teachers and counselors and using community resources to enrich curriculum. Also included is a handbook for writing career development infusion capsules and a sample infusion component for eighth grade on agriculture. (Author/MS)

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# CAREER EDUCATION WORKSHOP IMPLEMENTOR HANDBOOK

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Many people contributed to the development of this workshop package. While it is impossible to list each of these contributors, the following were major contributors:

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Members of the Career Development Unit, Michigan Department of Education

Representatives from selected Michigan school districts

Selected participants from the pilot tests centers of these materials

## FINAL EDITING:

The final editing of the materials included in the Handbook was completed by individuals in the Calhoun Intermediate School District and a team representing the above groups which included: David Buettner, Leslie Cochran, James Engelkes, Connee Peters, Stephen Roderick, and Jane Russell.

## TO THE USER:

This handbook contains resource material which has been useful in planning and conducting career education workshops for various groups of educational personnel. The Handbook is assembled in units which may be used together as a set or singly to meet specific needs of a particular group.

Unit I, for example, was designed for use in planning activities for any workshop. Unit II may be useful with a workshop group who is in need of a sharper grasp of what career education is to be in a school or district. Unit III is a more advanced unit dealing with "Infusion Skills" for teachers and counselors who are ready to try to implement career education. Unit IV contains planning exercises to encourage the continued application of skills acquired via a unit like activity. The optional modules are a growing set of inservice materials available to schools and districts for planning and conducting additional inservice programs.

The use of these materials will be most effective when careful tailoring to the situation and target group needs occurs. The application of these materials, in the suggested order, will probably not result in a responsive inservice program for all groups. The Handbook was developed as a resource rather than a blueprint for all to follow.

An increasing number of Michigan educators are becoming skilled in the use of this workshop package. If you or your school desires additional information or assistance in planning or conducting a workshop, contact one of the Career Education Consortium of Teacher Education representatives or:

Career Education
Box 420
Michigan Department of Education
Lansing, Michigan 48902

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## OVERVIEW OF MATERIALS:

The materials, when used in a workshop or other inservice format, will assist educators in the implementation of the career education concept through the

1. Sharpening of their perception of the concept;
2. Acquisition of basic skills in implementing career education; and
3. Establishment of goals for the continued application of these skills.

More specifically, these materials will assist in answering three basic questions:

1. What do we want to achieve in respect to career education?
2. What strategies will help us achieve the desired goals?
3. Have we reached the target?

The first of these questions is addressed by Unit II. In this unit, the participant systematically analyzes the role of the school in providing career education. Through this analysis, the participant is introduced to the Michigan Career Education Model, including the goals and objectives of career education. From these activities, the participant should develop a personal operational definition for career education, thereby setting the stage for the next section.

Unit III addresses the second basic question by presenting the need for the integration of career development concepts into existing curriculum. An "Infusion Process" is presented within the unit which provides skills necessary for the modification of existing programs by examining classroom and counseling activities and integrating career development through the process of infusion.

The fourth unit asks the participant to evaluate the results of using the Infusion Process by applying a checklist to the career education activities they have just developed and by completing a Post-test. In addition, this unit, in response to the third basic question, asks participants to establish personal goals for the continued application of their newly acquired infusion skills. These goals, as recorded on each participant's "personal goal setting" sheet, constitutes the target for the initial career education effort.

The last section of the Handbook consists of optional modules to be used where appropriate during or after the use of the above units. Each of these modules is self-contained, enabling one or more persons to use them without substantial additional direction.

For organizational purposes, each of these units is further divided into modules. Each module begins with special instructions and suggestions for the implementor. This preliminary section of each module, the lesson plan as it may be called, should be reviewed carefully before the module is implemented.

# WORKSHOP
# PLANNING GUIDE

# WORKSHOP PLANNING GUIDE

This portion of the Handbook consists of two sections. They are: 1) Overall Planning Considerations; and 2) Workshop Planning. The section in Overall Planning Considerations presents the need to plan the overall inservice effort carefully to avoid the often temporary nature of workshops' achievements. Workshop Planning is provided to outline a series of planning tasks for the workshop itself.

## OVERALL PLANNING CONSIDERATIONS:

The improvement of the quality of education in the schools and colleges in Michigan is a primary concern of educators throughout the State. The specifics of how this improvement is to be accomplished typically invokes considerable debate. A common thread permeating this debate, however, is the universal recognition that inservice education and preservice education for teachers, counselors, curriculum supervisors, and other instructional specialists is a primary delivery system for improvement. In fact, pilot schools and districts attempting to implement career education during the past four years have invested heavily in inservice efforts. An analysis of the career education programs in these efforts clearly indicates a positive relationship between high levels of inservice activities and quality implementation.

The implementation plans for career education in Michigan, as a result of the experiences of these "pioneer" efforts, place an emphasis on the inservice dimension. These materials were assembled to promote and facilitate operationalization of these and other materials. The materials alone, however, cannot be expected to automatically result in quality inservice efforts in career education. The careful planning, support, and action of a large number of people is required if the desired outcomes are to be reached.

Applying the basic questions (noted in Overview of Materials) upon which these materials were developed can provide a better understanding of the planning task. As a step toward building this level of understanding, every potential contributor in the inservice effort should be able to respond to:

What is the target?

What will be an effective approach to the target? and

What kinds of evidence will we accept as proof of having reached the target?

## WHAT IS THE TARGET?

The prime purpose of this discussion is the provision of a "model" inservice program for teachers, counselors, curriculum supervisors and other instructional specialists. While all of the characteristics of the "model" are not in clear view, some characteristics felt to be important to any inservice program can be identified as the basis for action. These characteristics can be thought of as essential elements in meeting the needs of the target group. These elements are resources, materials, direction, and rewards.

Resources are basic to any effort and are necessary in direct proportion to the size of the effort. A "model" inservice program for instructional specialists should provide time, materials, and services. Time to plan, time to re-think, and time to do. Time is the greatest single factor preventing most instructional personnel from vastly improving their effectiveness. Career education can be implemented by almost every Michigan teacher if, among other things, time is made available. The time required is massive, but can be and must be made available whether it is in small lots, a workshop now, periodic planning sessions later, another workshop later, and etc. or consolidated in an extensive training program.

Materials include ideas, media, guides, examples, in addition to more common inclusions such as games, tools, and commercial instructional materials. Services include consultation, planning, and partnerships. Consultation must be timely and efficient if it is to be perceived as useful by the practicing teacher. Innovative approaches to providing consultation, organized peer cooperation, and planning are essential. Partnerships between teachers, teachers and administrators, and teachers and counselors or members from the community are essential elements for implementing career education. An effective inservice program should strive to provide these elements.

Direction, or leadership as it might better be termed, is necessary to avoid floundering wasteful effort. Skills, where needed should be taught; examples where appropriate should be given. There should be no question as to the support that exists for the effort. In addition, direction includes coordination. The inservice effort should identify barriers and problems facing the target group. Further, the coordination of resources and instructional efforts is essential if efficiency is to be enhanced and grade level or cross-subject coordination maintained.

Reward is an essential element of human behavior. The participant who expects and receives recognition for his or her accomplishments will advance steadily. Each person has different reward needs as a result of their divergent values. To many, simple administrative or peer recognition is a powerful reward. To others, more concrete rewards such as released time, compensation, or additional instructional resources are more effective. The existence of an effective reward for each participant on a continuing basis is a fundamental element in an effective inservice program.

To summarize, the target is an ideal. This target, while likely to be elusive, is approachable. Efforts to plan and implement inservice programs have been initiated and continually need to seek this ideal. There is surely a vast number of strategies equally effective in approaching the target. As individuals progress through this developmental process, effective strategies should become more visible. The workshop package which follows presents an initial step toward the target.

## WHAT WILL BE AN EFFECTIVE APPROACH TO THE TARGET?

An effective model will require a continuous effort. Workshops without a follow-through will not likely meet the needs of the target group. Workshops, do, however, provide an effective method of initiating effort and revitalizing long range inservice programs. As continuous inservice programs are designed, the implications for a team approach become apparent. The time demands and the competencies required to deliver a continuous inservice program are likely to exceed what can be provided within a school. The delivery of inservice becomes most challenging as it involves the greatest teamwork of local schools, intermediate districts, colleges and universities, community leaders, and the Michigan Department of Education.

The universities, with responsibility for teacher and counselor education, must meet the needs of local educators. Career education requires universities, as everyone, to become more responsive to the needs and skills required by local education agencies. The Michigan Department of Education must provide resources and direction in order to initiate and maintain a unified, and thus, a more effective effort. The local education agency must be the initiator, the coordinator, and the quality assurance agent. Each of the team members are working to meet their obligations, but none can unequivocally say that they are satisfied with their present performance level. The team concept, however, should allow community and educational leaders to move ahead, facilitating teammates at times, leading teammates at times, and pulling together all of the time to deliver effective and extensive inservice and preservice for career education.

The model inservice plan calls for workshops and follow-through efforts. This workshop package has been developed for the Michigan Department of Education to aid in the planning, conduct, and follow-through of a workshop to initiate the career education effort. It is intended to provide initial skills and resources to the interested educator. The package has been tested in schools in Michigan and has met its objective well. Even though it will be continually revised, this package is being made available to you.

An increasing number of Michigan teacher and counselor educators from universities throughout the state are becoming competent in the use of this package to deliver, in cooperation with local schools, a Career Education Workshop. As local education agencies or Intermediates plan inservice programs, a team approach can result in an increase in the quality, extent and permanency of the inservice program. The Michigan Department of Education will make materials and services available to local schools and intermediate districts to the extent possible to implement a quality and continuous inservice program. As the team approach becomes a reality, the third major issue comes into focus.

## WHAT KINDS OF EVIDENCE WILL WE ACCEPT AS PROOF OF HAVING REACHED OUR TARGET?

Although details will vary substantially, one year of a quality inservice effort should produce some identifiable results. These results stated in terms of those persons receiving the inservice program are:

Each participant should:

1. Have several (5-10) career education lessons, units, or activity plans which have been implemented in future classes or years;
2. Have an interest and ability in developing additional career education lessons, units; or activity plans; and
3. Have an interest in learning more about or implementing career education practices.

As educators accumulate experience in planning and conducting extensive inservice programs, it will become possible to specify with greater assurity these expectations. In addition, as a school or group of persons progress through an initial inservice effort, they will be faced with the challenge of designing and implementing a further target and appropriate inservice strategies.

The remaining section of this planning guide is specifically aimed at the planning tasks for a Career Education Workshop.

## WORKSHOP PLANNING:

Whether you are responsible for planning and implementing a workshop on a regional level or within a local setting, the following information is intended to assist you in adequately preparing for Career Education Workshops. The tasks needing attention are grouped into the following categories:

INVOLVEMENT OF PEOPLE
DEVELOPING THE WORKSHOP OUTLINE
RESOURCES: PEOPLE AND MATERIALS
WORKSHOP FACILITIES AND EQUIPMENT
OTHERS
WORKSHOP PLANNING CHECKLIST
POST-WORKSHOP PLANNING GUIDE
ALTERNATIVE RESOURCE MATERIALS

A checklist is included to assist your record keeping of those pre-workshop tasks completed and those yet needing attention. It is further recognized that each workshop implementor will have unique conditions which will no doubt call for additional planning tasks not included in this starter list. Good luck as you plan for your workshop.

### INVOLVEMENT OF PEOPLE

1. Who should be involved in the planning of the workshop?

   Although one person should be designated as the responsible person for the workshop, the involvement of others is advantageous. Other persons who may be involved in a committee approach to the workshop planning tasks are representative potential participants, administrators, community persons, and, most importantly, persons who will be asked to assist in the implementation of plans.

2. Obtaining commitment of administrators and, if necessary, Board of Education.

   Letters or formal actions stating support are ideal in helping legitimize the workshop effort. If this commitment is not already in existence, it should be your first task.

   In addition, you should be sure that:

   A. If run locally, local district administrators and, if necessary, the local district board are aware of the necessary commitments regarding resources, materials, space, personnel, etc., that must be made.

   B. If run regionally, the local district or districts planning to take part have been made aware of the necessary commitments expected of them.

3. Determining and selecting participants:

   A. General considerations:

      (1) Determine the number of participants to be involved in the workshop. It is recommended that a workshop should not exceed approximately twenty-five (25) participants.

      (2) Determine the grade levels and possible subject matter areas to be included in the workshop. While not necessary, you may wish to limit the attendance of the workshop to specific grade groups (example: elementary, junior high, and senior high school). Be sure to make this information known at the outset when determining the participants.

      (3) Local districts and building administrators should be encouraged to become actively involved in the promotion and selection of the workshop participants. A letter or other announcement from the chief administrator(s)

of the participating district(s) is an effective recruiting technique. As participants are solicited, take steps to maintain accurate and complete information flow. Be sure administrators and others soliciting participants are knowledgeable and fulfilling your expectations.

(4) Mandatory participation in the workshop is strongly discouraged.

(5) Participation should be encouraged from the individuals that "want to become involved and are anxious to find out more about career education and how they might implement it."

(6) It is recommended that participants agree to:

(a) Participate in the TOTAL workshop.

(b) Develop and use the curriculum materials and teaching techniques as identified through the workshop.

(c) Serve in the future as resource people in activities designed to further implement the concepts of career education.

B. Special regional considerations:

(1) Determine whether more than one local district in the region is to be involved in the workshop. Some indicators to consider are:

(a) The number of participant spaces allowed for in your workshop.

(b) The number of local districts that want to participate.

(c) The degree of commitment to the career education effort the district is willing to make both for the workshop and after the workshop during the school year.

Note: If more than one district is to be involved, it may be necessary to assign district "quotas" regarding the number of participants who might be involved. This might be accomplished using pupil membership counts, etc.

(2) Each local district participating in the "regional" workshop should provide a roster of participants in advance of the workshop.

C. Special local considerations:

(1) Determine whether more than one school building within the district is to be involved. Some indicators to be considered are:

(a) The position of the district in records to "establishing a pilot career education school" and building the career education program from this pilot school to others in the district.

(b) The position of the district in regards to future dissemination of the concept of career education throughout the system in the future.

(c) The receptiveness of building administrators in promoting the concept within their building.

(d) The anticipated receptiveness of the teachers within a building to accept and use the concept.

4. Information to be Provided the Participants:

A. It is recommended that participants be formally notified of their selection for the workshop. It is recommended this be done by local district officials. If the workshop is run regionally, a congratulatory letter from the regional workshop planner would be desirable.

B. Participants should receive from the workshop planner the following information:

(1) Copies of the participant workshop objectives.

(2) Workshop schedule and design.

(3) Information on the time, place and dates of the workshop and what preparation is needed prior to it.

(4) Procedural information about the workshop facilities and format.

C. Participants should receive, complete, and return prior to the workshop:

   (1) Participant information sheet and commitment form;

   (2) Any university or college required procedures if the workshop is being conducted as a credit course.

5. Selecting Workshop Leaders:

A person(s) will need to be charged with the responsibility of conducting the workshop. In many cases, that person is probably you, the reader. If not, this person should be enlisted and involved before planning proceeds beyond this point.

It is important to consider more than one leader if the workshop participant group is expected to exceed 25 persons. The involvement of helpers is always of benefit when attempting to provide a helping atmosphere for the workshop.

If you are concerned about where to find trained personnel to handle leader responsibilities, it is suggested that you contact:

Dr. Robert Weishan
Education Consultant
Michigan Department of Education
Box 928
Lansing, Michigan 48904
Ph: (517) 373-8626

You should insure that the people to be involved as leaders are informed of their specific responsibilities and the dates, times, and places they are expected to be present at the workshop. Further, these people should know in advance what their specific responsibilities will include so that they can properly prepare for the workshop assignment(s).

A. If you are handling this part of the organization, you should insure this happens by:

   (1) Writing confirming letters to these people and include a description of their responsibilities, important dates and times, and what preparation they should do before the workshop.

   (2) Calling a meeting of the workshop team and reviewing the entire workshop and the responsibilities of each person involved.

B. If you are delegating the workshop implementation to a "workshop team" such as a University or CEPD Team, be sure to include in your agreement with the team an understanding regarding who will identify personnel for the workshop and instruct them as to their respective responsibilities.

6. Observers At The Workshop:

A. You may find it beneficial to invite some people to observe the workshop in order to promote relations with the community and with the school as a whole.

B. Consider inviting interested persons, such as board members, central administration personnel, teachers and administrators, particularly those on curriculum councils and related committees.

From the community-at-large consider such people as local newspaper reporters, members of school advisory committees, and representatives from the chamber of commerce and other businesses and industries.

C. It is further recommended that people observing the workshop [illegible] be allowed to speak with the participants and identify how they are reacting to the workshop itself. (It is assumed this reaction will be most positive.)

7. **Workshop Wrap-Up Session**

It is suggested that a state department representative, a CEPD representative, and the local career education coordinator be available for the last half day of the workshop. To determine their roles for the wrap-up see the Wrap-Up Unit.

## DEVELOPING THE WORKSHOP OUTLINE

The content of the workshop should be determined through an assessment of the needs of the participants selected for the workshop. This needs assessment could be:

(1) a thorough study of the participant group

(2) a mental consideration by the workshop implementor (you perhaps)

(3) a group comprised of workshop participants and administrators who would identify the needs of the participant group.

It is recommended that any one of the above processes be conducted by examining the suggested workshop participant performance objectives on the next pages. The needs assessment process should identify any objective on this list that is not appropriate for the workshop.

Objectives could also be identified by the needs assessment process that are not included on the suggested list. From this list of possible objectives identified as appropriate for the participants, the workshop outline should be developed.

Having selected participants, and having outlined a workshop to meet their needs is the basis for completing the pre-planning for the workshop.

With the activities planned for the workshop well in mind, the planning for facilities, equipment, supplies, and the use of resource people can be completed.

## CAREER EDUCATION WORKSHOP
## PARTICIPANT PERFORMANCE OBJECTIVES

Given the necessary time, resources, and information, and coupled with a collaborative effort on the part of all in attendance at the workshop you should be able to achieve the outcomes noted below:

1. Develop and articulate to others a definition of career education he/she can support and promote.

2. Possess a knowledge of and articulate to others the complementary relationships that exist between the concepts of career education and their present education programs.

3. Value the process of integrating career development performance indicators with career preparation performance indicators which include academic vocational and technical subject matter performance objectives as a productive means of improving school curricula.

4. Associate other services and resources available within local district to assist in the implementation of the career education concepts.

5. Develop through a prescribed format a minimum number of lesson plans or career guidance plans that you can use during the next school year.

*6. Identify and make application of home, school, and community resources which will contribute to the effectiveness of the pupil's learning experiences.

*7. Promote the cooperative working relationships between teachers and counselors to increase the effectiveness of the pupil's learning experiences.

*8. Value the process of planning instruction in a systematic manner that is characterized by answering the following statements:

    - Determining and describing what it is we want to achieve.

    - Doing what is necessary to achieve the desired results.

    - Checking to see that we have succeeded in doing what we set out to do.

* Optional

To assist you in developing a workshop outline, it is suggested that you consider the suggested formats (5 day and 3 day) on the following pages. Other formats, such as seven half-days or 15 evening sessions, have been tried successfully. The planner should not feel restrained by the suggested three or five day format; however, when short versions are planned, care must be exerted and avoid the usual "too much in too little time" problem. The three-five day format will already yield complaints of not enough time, emphasizing the inevitable if all of the content is compressed still further. The workshop designer should review the workshop units directly where more information is desired. By considering the suggested outlines, and referring where necessary to the actual workshop materials, you should be able to decide upon a workshop outline.

Use the blank workshop outline sheets to plan your workshop.

CAREER EDUCATION WORKSHOP

5 DAY FORMAT

| | MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY |
|---|---|---|---|---|---|
| 8:30 | Introduction to the Workshop:<br>Format<br>Pre-Test<br>Get Acquainted<br>Participant Performance Objectives<br>Information Sheet<br>University Information<br>Effective Group Collaboration<br>Small Group Exercises<br>Examining Career Education<br>Introduction to Career Education Concepts<br>Determining School District Roles | Components of Career Development and Career Preparation<br>Generating Ideas for Career Development Goal Attainment<br>The Infusion Process<br>Slide-tape or film-strip:<br>The Infusion Process | Curriculum Development<br>-Curriculum Worksheet<br>-Career Guidance Planning Sheet<br>(Individual assistance on request) | Curriculum Development | Have we reached this target?<br>Checking for success<br>Curriculum evaluati<br>Post-Test |
| | LUNCH | LUNCH | LUNCH | LUNCH | LUNCH |
| 1:00 | Relating District Roles to Local or State Goals<br>Developing a Working Definition of Career Education<br>Assessing Student Exit Competencies | Introduce:<br>The Infusion Handbook for Teachers<br>The Infusion Handbook for Counselors<br>Resource Stations<br>Resource Persons<br>Curriculum Worksheets<br>Career Guidance Planning Sheets<br>A Guide for Completing the Career Education Worksheets<br>Sample Completed Worksheets | Curriculum Development<br>(Individual assistance on request) | Curriculum Development<br>or<br>Optional Modules | What Next?<br>Personal goal settin<br>Wrap-up |

CAREER EDUCATION WORKSHOP

5 DAY FORMAT

| | MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY |
|---|---|---|---|---|---|
| 8:30 | | | | | |
| | LUNCH | LUNCH | LUNCH | LUNCH | LUNCH |
| 1:00 | | | | | |

CAREER EDUCATION WORKSHOP

3 DAY OPTIONAL FORMAT

| | MONDAY | TUESDAY | WEDNESDAY |
|---|---|---|---|
| 8:30 | Introduction to the Workshop<br>(Select from this module what is appropriate.)<br>Effective Group Collaboration<br>(Select from this module what is appropriate.)<br>Examining Career Education<br>-Introduction to Career Education Concepts<br>-Determining School District Roles<br>-Relating District Roles to Local or State Roles | The Infusion Process<br>Introduce:<br>Curriculum Worksheets<br>Career Guidance Planning Sheet<br>Resource Stations<br>Resource Persons<br>Sample Completed Worksheets<br>Begin Curriculum Development | Curriculum Development<br>or<br>Optional Modules |
| | LUNCH | LUNCH | LUNCH |
| 1:00 | -Developing a Working Definition of Career Education<br>-Assessing Student Exit Competencies<br>The Infusion Process<br>Slide-tape or filmstrip "The Infusion Process"<br>Introduce:<br>The Infusion Handbook for Teachers<br>The Infusion Handbook for Counselors | Curriculum Development<br>(Individual assistance on request) | Have We Reached The Target?<br>Checking for success<br>Curriculum evaluation<br>Post test<br>What Next?<br>Personal goal setting<br>Wrap-up |

CAREER EDUCATION WORKSHOP

3 DAY OPTIONAL FORMAT

| | MONDAY | TUESDAY | WEDNESDAY |
|---|---|---|---|
| 8:30 | | | |
| | LUNCH | LUNCH | LUNCH |
| 1:00 | | | |

## RESOURCES: PEOPLE AND MATERIALS

### People:

1. The workshop design you select or develop and the existing expertise available at your local or regional level will determine what additional "resource people" needs you may have.

2. The suggested workshop includes "resource stations" in Unit III. These stations are ideally a table or location at the workshop where a certain kind of help can be obtained. This help may be in the form of materials and/or a knowledgeable person: A combination is found to be most effective.

   It is strongly suggested that resource stations be used for instructional ideas for hopefully several grade categories (K-3, 4-6, 7-9, 10-12). In addition, other station topics could be media selection, writing performance objectives, or non-traditional instructional strategies (simulation, independent study, etc.)

   Each resource station should be carefully designed and arranged. If a resource person is to be used, this person should be contacted and involved in the planning of the station.

3. In the event you wish additional assistance in securing workshop resource personnel, it is suggested that you contact:

Dr. Robert Weishan
Education Consultant
Michigan Department of Education
Box 928
Lansing, Michigan 48904
Ph: (517) 373-8626

## Materials: Workshop Package

1. Your workshop design will determine what materials will be needed to implement the workshop. Some of the materials in this handbook are available from the State Department of Education.

    A. You should determine the number of each item desired, and then

    B. Contact Dr. David L. Buettner, Research Coordinating Unit, Michigan Department of Education, Lansing, MI 48902, Telephone: (517) 373-1830.

2. There are various locally produced materials that should be available.

    A. Local materials that describe the position of the district (position papers, goals, resolutions, etc.).

    B. Participants should bring related classroom materials that could be used in the infusion process (course outlines, sample lesson plans, objectives, textbook, etc.).

## Materials: Media

1. Participants should have access to media resources that are owned by the local school district and, if possible, by the regional media center if one is available in the area.

2. Local district and regional-oriented media catalogs should be available in quantity sufficient for each participant.

3. If possible, a separate listing of available Career Education related materials should be made available to participants for previewing.

4. You may wish to involve some of the major media producers in this workshop program by asking them to have their materials available for preview during the workshop.

5. Participants should have easy access to media producing equipment such as transparency makers, ditto masters, opaque projector.

**Materials: Supplies**

The following supplies are suggested for your consideration. Given a workshop for twenty-five (25) participants, the following supplies should be included:

(1) 3 dozen pencils

(2) 20 sheets of newsprint approximately 2 ft x 3 ft

(3) 1 dozen magic markers

(4) 2 reams each of lined and unlined paper

(5) 35 to 50 name tags

(6) 1 box of chalk and chalkboard eraser

(7) paper clips, stapler, and staples

(8) 2 rolls of masking tape

(9) 2 dispensers of clear tape

(10) 2 scissors

(11) others, identified for any additions to the suggested workshop that may have been made.

## WORKSHOP FACILITIES AND EQUIPMENT

### Facilities

1 The facilities selected for the workshop should be large enough to adequately handle:

A. The participants involved.

B. The workshop leaders and resource people and their equipment and materials.

C. The observers.

2. The facilities should include a room large enough to handle the entire group listed in #1 above as well as rooms for smaller group efforts. Small rooms for media preview should be considered should this resource aid station be used in the workshop.

Given a workshop group of approximately twenty-five (25) participants, it is suggested that the facilities include:

A. One large room which can be separated into two or more smaller rooms; or

B. One large room and at least one smaller room.

Note: The larger the number to be involved in the workshop, the greater the need for more small rooms.

A room arrangement for each module to be included in the workshop should be developed as a check to see if the facilities will be adequate for all the activities of the workshop.

3. If the workshop is to be conducted during the summer months and excessive heat is an expected problem, air conditioned facilities can improve the effectiveness of the participants involved.

4. If the workshop is to be conducted during or near meal times, it is suggested that:

A. A plan be developed to include meals at the workshop site; or

B. Meals be catered at a nearby agency; or

C. Nearby restaurants be identified where meals can be obtained by the participants.

Note: Should alternative "C" be used, it may be necessary to lengthen the noon hour of the workshop so as to allow everyone an opportunity to eat and return to the workshop center without feeling of being rushed at lunch.

5. The location for the workshop and the accessibility to resource materials are both important factors.

It is recommended that an instructional media center be the workshop site or be accessible from the workshop site. You may also check on the availability of a mobile guidance van as a resource aid. Please check with James Mahrt, Consultant, Michigan Department of Education, Box 928, Lansing, Michigan 48904, (517) 373-3370.

**Equipment:**

1. Sufficient chairs for the participants, leaders, resource people, and observers.

2. Sufficient tables for participants to work in groups of threes or fours plus at least one table for each resource aid station should be considered.

3. Remaining equipment needs will be based on the kind of workshop design selected. Given the utilization of the suggested workshop package and given a workshop size of twenty-five participants, the following equipment is recommended:

   A. At least one large chalkboard.

   B. At least one large screen for workshop instruction activities and one or more small screens for media preview rooms.

   C. One slide/tape combination (such as a Wollensack Model 255 cassette player and a carousel projector).

   D. One filmstrip cassette (combination) projector or a filmstrip projector and a portable cassette player.

   E. 16mm projectors and filmstrip projectors for media preview rooms.

   F. One overhead projector.

   G. Cassette tape recorders for previewing media materials.

4. Duplicating equipment:

   A. This service may prove to be valuable for copying various information and materials by participants.

   B. This service also allows you to share ideas with participants quickly if it's something you haven't planned for prior to the workshop.

## OTHERS

The following miscellaneous items may enhance your workshop efforts and accordingly are included here:

1. Signs: Make signs which will:

A. Welcome the participants to the workshop.

B. Assist the participants in finding the right room at the right time.

C. Reinforce significant items of information.

Some examples of signs include:

WELCOME WORKSHOP PARTICIPANTS

ROOM "A" ROOM "B"

WHAT IS THE TARGET?

WHAT ARE EFFECTIVE STRATEGIES?

HAVE WE REACHED THE TARGET?

2. Provide needed clerical or copy services or make other arrangements so that each participant and/or school administrator receives a written proceedings of the workshop. This proceedings might include:

   A. Definition of career education as developed by the participants.

   B. Completed curriculum worksheets of the participants.

   C. And other items as desired - depending upon products of workshop.

3. It is suggested you provide for coffee or other beverages for the participants.

This pre-planning guide has attempted to help you arrange a workshop. If you have successfully addressed all of the contents of this manual and others that may have arisen in your particular situation, you are ready to proceed. It is suggested that you devote energy to the following:

A. Detail planning for delivery of the workshop instruction. This will require a supervisory function to encourage and coordinate the preparation by all workshop leaders and resource personnel.

B. Review the post-workshop planning guide and begin planning for the workshop follow-up activities.

## WORKSHOP PLANNING CHECKLIST

### Involvement of People

☐ School districts identified
☐ Participants selected
☐ Information sent to participants

### Leaders Selected for Each Module

☐ Introduction
☐ Group collaboration
☐ Examining career education
☐ The Infusion Process
☐ Checking for success
☐ What next?
☐ Expanding cooperative efforts between teacher and counselors
☐ Identifying and using community resources

### Preparation of Leaders

☐ Workshop leadership team meeting completed
☐ Observers notified

### Workshop Format

☐ Workshop outline developed

### Resources

☐ Resource people identified and arranged
☐ Resource materials arranged
☐ Supplies arranged
☐ Workshop facilities obtained
☐ Workshop equipment arranged

### Other

☐ Coffee for participants
☐ Clerical help for participants
☐ Signs

## POST-WORKSHOP PLANNING GUIDE

The workshop has equipped participants with a preliminary skill and understanding of a curriculum building process for career education. Many of the participants are hopefully eager to continue building career education curriculum and to implement their newly developed instruction. To capitalize upon this attitude and to establish some permanence to the gains of the workshop, it is necessary to provide encouragement and assistance after the workshop.

The follow-through of the workshop must provide a continuing reward system for the teacher/participant. Such a follow-through can have a substantial "ripple effect" in the school system. The remainder of this section identifies some key tasks in providing an effective follow-through.

The major key in the follow-through effort is personnel. The first step, then, is appropriately, to identify someone to assume responsibility for the task. In some instances this person would logically be the building principal, curriculum specialist, career education director, or department chairman. In other instances this person could be the workshop implementor, a university faculty member, a central office person, an intermediate school district person, or a Career Education Planning District coordinator. The particular situations in which the workshop was conducted, and the participants were drawn from, should influence the selection of a person for the follow-through activity.

Step 1. The workshop implementor should assume responsibility for the follow-through effort by initiating the follow-through activities or by identifying another person(s) to do so.

Step 2. The follow-through person (coordinator) should plan to attend the last session of the workshop or should arrange a meeting with participants at the beginning of school to cooperatively plan follow-through activities.

Step 3. The coordinator should arrange for periodic (monthly, for example) meetings to review progress and extend or modify plans.

Step 4. The coordinator should enlist resources to aid in the achievement of participants' goals (as stated on "Personal Goal Setting" forms).

Step 5. The coordinator should initiate a reward system to recognize accomplishments of the participant group and to provide an incentive for their continued interest. The reward offered for performance could be university credit, released time for additional planning, recognition of accomplishment, involvement in helping others to implement career education, and/or others.

Step 6. Identify persons who have been attracted by the work of the participants (parents, other teachers, administrators) and provide clarification if necessary, perhaps encourage participation, and inform the participant of the attention he or she has attracted.

Step 7. Periodically review follow-through effort and modify accordingly.

Step 8. Based upon follow-through success, plan additional inservice programs for the participant group. This can be accomplished individually (using "Personal Goal Setting"), or as a group. Additional workshops could be a possible approach to providing this inservice.

## ALTERNATIVE RESOURCE MATERIALS

During the last year numerous career education related materials have been produced in the State. Those items that are available through the State Department of Education include the following:

### MICHIGAN CAREER EDUCATION RESOURCES

### Booklets and Brochures:

An Approach to Career Education. A one-page brochure which describes the Michigan Career Education Model and strategies being used for its implementation.

Career Education in Michigan. A thirty-five page booklet that presents the Michigan career education concept and reviews the efforts of several career education projects in Michigan.

Career Education: An Introduction. A self instructional booklet on career education in Michigan. It presents the rationale for, background of, and the major components and elements of career education. It may be used on an individual or group basis.

Consumer's Guide for Career Education Personnel Development. A brief overview is provided of the various career education packages available in the state. Personnel qualified to implement these packages and university services related to career education are described.

Michigan Career Education Folder. This attractive folder provides a brief overview of career education in Michigan. It was designed for use at workshops and conferences.

Personnel Planning Kit: Aids to the Implementation of Career Education. The kit contains a series of instruments that may be used to determine the needs of various groups of local educators in implementing career education. A procedural manual on how to use the materials is also included.

### Filmstrips:

An Introduction to Career Education. This filmstrip was designed primarily for administrators and CEPD personnel. It presents an overview of the major components of career education.

What is Career Education? This filmstrip is available to all districts in the State. It provides a basic overview of career education. It is designed for all groups (community and educational) in defining and presenting a rationale for career education.

# WORKSHOP
# MATERIALS

WORKSHOP MATERIALS

# UNIT I: PRELIMINARY MATTERS

## MODULE

## INTRODUCTION TO THE WORKSHOP

## MODULE

## EFFECTIVE GROUP COLLABORATION

## UNIT TABLE OF CONTENTS

**MODULES**

Introduction to the Workshop

- Workshop Format
- Pre-test
- Abstract Participant Performance Objectives
- Participant Performance Objectives
- Participant Information Sheet
- University Information

Effective Group Collaboration

- "Perception"
- Small Group Exercises

## MODULE PLAN

## MODULE: INTRODUCTION TO THE WORKSHOP

Objectives:

This instructional module will serve to:

A. Clarify for the participants:

(1) The expectations asked of them during the workshop. (Participant Performance Objectives)

(2) The workshop format design, its procedures, activities, and resources which are planned to assist them achieve the expectations asked for in the "Participant Performance Objectives".

(3) The requirements for those enrolled in the workshop for university credit, if any is offered.

B. Assess participants current understanding of career education concepts and strategies. (Pre-test)

| Learner Activities | Learner Resources |
|---|---|
| Take pre-test | Pre-test |
| Participate in small group "get acquainted" exercises | Hand-out: "Get acquainted" exercise |

| Leader Activities | Leader Resources |
|---|---|
| Introduce workshop | Pre-test package<br>- evaluation instructions<br>- pre-tests |
| Give pre-test | |
| Introduce small group exercise<br>- assign participants to small groups (randomly or arbitrarily) | Hand-out: "Get acquainted" exercise |

# CURRICULUM WORKSHOP

## PRE-TEST

MICHIGAN
CAREER
EDUCATION

# CURRICULUM WORKSHOP EVALUATION

(Pre-Test)

NAME______________________________SCHOOL______________________________

Present Position (Check one)

☐ Teacher
☐ Counselor
☐ Administrator
☐ Student
☐ Other (specify)__________

Present Assignment (check one)

☐ Elementary
☐ Junior High
☐ Secondary (Academic)
☐ Secondary (Vocational)
☐ Post Secondary

## PART I

THE FOLLOWING QUESTIONS RELATE TO EXPERIENCES YOU MAY HAVE HAD PRIOR TO THIS WORKSHOP. PLEASE READ EACH ITEM CAREFULLY AND ESTIMATE, TO THE BEST OF YOUR RECOLLECTION, THE DEGREE TO WHICH YOU MIGHT HAVE PARTICIPATED IN THESE ACTIVITIES.

(1) Number of years teaching experience: ______________

(2) Amount of career education inservice training:

  (a) Number of hours spent in formal career education workshops: ______________

  (b) Number of hours spent in career education staff meetings: ______________

  (c) Number of credits from college classes in career education: (specify quarter or semester credits) ______________

(3) Have you ever been involved in other career education activities? _____Yes _____No

If yes, explain briefly:________________________________________

____________________________________________________________

____________________________________________________________

PART II

THE FOLLOWING QUESTIONS WERE DESIGNED TO DETERMINE YOUR KNOWLEDGE OF THE MICHIGAN CAREER EDUCATION MODEL. EXAMINE EACH ITEM CAREFULLY AND CIRCLE THE LETTER OF THE RESPONSE THAT YOU FEEL IS THE BEST ANSWER.

(1) The infusion process, according to the Michigan Department of Education materials:

(a) is a learning technique that provides students with the skills necessary for realistic decision-making.

(b) incorporates the instructional, guidance and administrative services of a school into a cooperative approach toward instruction.

(c) places equal emphasis on the delivery of career development and vocational learning.

(d) is a process whereby career development and the existing instruction is delivered cooperatively.

(2) In today's schools, most instruction relates to:

(a) Career Development

(b) Career Preparation

(c) Career Roles

(d) Career Information

(3) According to the Michigan Model, career education may be defined as:

(a) a process whereby individuals may fulfill their unique needs with regard to their future life roles.

(b) a system that delivers career development skills to all K-12 students.

(c) a process that provides individuals with curriculum options.

(d) the technology and resources needed to establish a realistic base for decision-making.

(4) Career development, according to the Michigan Model, is intended to:

   (a) develop an awareness of occupational roles and training options among students exposed to the career education curriculum.

   (b) assist the local school staff and community in the process of meeting local manpower needs.

   (c) enable individuals to make informed career decisions.

   (d) to establish a priority in the local school for purposes of developing a vocational-technical curriculum experience(s) consistent with academic goals.

(5) The infusion process, as a career education strategy:

   (a) replaces the existing curriculum with a more relevant, vocationally oriented curriculum.

   (b) incorporates the instruction and administration of a school into a cooperative unit of instruction.

   (c) places greater emphasis on the delivery of career development than it does on academic learning.

   (d) eliminates the need for career education courses at many grade levels.

(6) According to the Michigan Model, self-awareness and exploration activities focus primarily upon helping individuals;

   (a) understand themselves in relation to their educational activities.

   (b) understand themselves and others.

   (c) identifying career information sources for purposes of pursuing a realistic career goal.

   (d) understand the relationship between careers and a student's curriculum.

(7) Career awareness and exploration, according to the Michigan Model, is primarily concerned with:

   (a) the development of training programs to provide individuals with the skills necessary for job entry.

(b) focusing the curriculum and guidance service on occupational resource information.

(c) the development of students' awareness of available job options.

(d) the development of a knowledge and understanding of the educational, social, work and leisure worlds.

(8) Decision-Making and Planning, according to the Michigan Model is concerned with:

(a) helping students pick a career so that their remaining education can be more meaningful.

(b) providing appropriate work experience and training.

(c) helping students to apply a systematic method of decision-making to their lives.

(d) helping students identify career options which are available in their community.

(9) Career Placement, according to the Michigan Model, is primarily concerned with:

(a) the establishment of educational criteria for job placement.

(b) the development of student awareness of the utilization of the job placement programs.

(c) the development of goal-oriented behavior in students.

(d) the establishment of statewide regionalized job placement programs.

(10) The attainment of essential vocational and academic skills is most closely identified with:

(a) Career Roles.

(b) Career Development.

(c) Career Preparation.

(d) Career Information.

## PART III

EXAMINE THE FOLLOWING ITEMS AND RATE YOURSELF ACCORDING TO THE DEGREE TO WHICH YOU FEEL THE STATEMENT REFLECTS YOUR SKILLS AT THE PRESENT TIME. PLACE AN "X" IN THE SPACE YOU FEEL BEST DESCRIBES YOU. THE FIRST ONE IS DONE FOR YOU AS AN EXAMPLE.

At this time, do you feel you have the skill necessary to:

(Example)
(1) Work effectively with other teachers?

Yes Absolutely
Absolutely:_____:__X__:_____:_____:_____:Not

(2) Articulate to others, a definition of career education?

Yes Absolutely
Absolutely:_____:_____:_____:_____:_____:Not

(3) Develop lesson plans that incorporate career development content into my existing instruction?

Yes Absolutely
Absolutely:_____:_____:_____:_____:_____:Not

(4) Articulate to others the Michigan Career Education Model?

Yes Absolutely
Absolutely:_____:_____:_____:_____:_____:Not

(5) Specify performance goals and objectives for my instruction?

Yes Absolutely
Absolutely:_____:_____:_____:_____:_____:Not

(6) Develop learner activities that are effective in achieving career development outcomes?

Yes Absolutely
Absolutely:_____:_____:_____:_____:_____:Not

(7) Identify audio-visual and support materials to supplement my career development instruction?

Yes Absolutely
Absolutely:_____:_____:_____:_____:_____:Not

(8) Contribute toward the development of a school and/or district career education plan?

Yes Absolutely
Absolutely:_____:_____:_____:_____:_____:Not

(9) Identify the role of the school in delivering career education?

Yes Absolutely
Absolutely:_____:_____:_____:_____:_____:Not

(10) Identify community resources that could supplement my career development instruction?

Yes Absolutely
Absolutely:_____:_____:_____:_____:_____:Not

## PART IV

READ EACH OF THE FOLLOWING COMPLETIONS TO THIS SENTENCE. INDICATE THE EXTENT TO WHICH YOU AGREE OR DISAGREE BY PLACING A CHECK IN THE APPROPRIATE BOX.

I believe that I have a responsibility, in my present position, to plan and deliver instruction which enables students to:

| | Strongly Agree | Agree | Not Sure | Disagree | Strongly Disagree |
|---|---|---|---|---|---|
| 1. Identify and explore alternative leisure roles and settings. | | | | | |
| 2. Recognize self development is a life long process. | | | | | |
| 3. Understand the nature of decision-making. | | | | | |
| 4. Develop skill in monitoring progress on career plans. | | | | | |
| 5. Acquire information about personal characteristics of self and others. | | | | | |

| | Strongly Agree | Agree | Not Sure | Disagree | Strongly Disagree |
|---|---|---|---|---|---|
| 6. Identify and explore alternative family roles and settings. | | | | | |
| 7. Implement educational and/or career plans. | | | | | |
| 8. Identification and exploration of options in terms of self assessment. | | | | | |
| 9. Understand individual and group aspects of behavior. | | | | | |
| 10. Identify and explore alternative citizen roles and settings. | | | | | |
| 11. Acquire and apply interpersonal skills. | | | | | |
| 12. Acquire knowledge and skills necessary to implement career plans. | | | | | |
| 13. Identify and explore alternative occupational roles and settings. | | | | | |
| 14. Develop skills in decision-making. | | | | | |
| 15. Establish career plans. | | | | | |
| 16. Recognize educational alternatives and their applications. | | | | | |
| 17. Modify career plans to maintain consistency with changing career goals. | | | | | |

## GET ACQUAINTED EXERCISE - GROUPS

**INSTRUCTIONS:**

Listed below are eight open-ended statements intended to help members of a new group get better acquainted. Each member of the group should introduce him or herself by verbally completing these statements.

1. My name is____________________________________

2. The reason I'm here is___________________________

3. When I am in a new group I_______________________

4. I am happiest when______________________________

5. Right now I'm feeling____________________________

6. I get angry when________________________________

7. I am most frightened of___________________________

8. What I think you need to know is____________________

| Learner Activities | Learner Resources |
|---|---|
| Listen to a presentation in which the design of the workshop is explained using the following three questions as an organizing theme:<br>--What is it We Want to Achieve? Unit II: The Target!<br>--What is Needed to Achieve the Desired Results? Unit III: Strategies<br>--We Have Succeeded. Unit IV: Wrap-Up<br>Questioning presentor for clarification of workshop design. | Workshop Outline<br>Participant performance objectives |

| Leader Activities | Leader Resources |
|---|---|
| Present an overview of the workshop using the three questions as a theme. | Workshop Outlines |
| Present the workshop objectives and clarify their meaning and rationale where necessary. | Workshop performance objectives |

## CAREER EDUCATION WORKSHOP
## PARTICIPANT PERFORMANCE OBJECTIVES

Given the necessary time, resources, and information, and coupled with a collaborative effort on the part of all in attendance at the workshop you should be able to achieve the outcomes noted below:

1. Develop and articulate to others a definition of career education he/she can support and promote.

2. Possess a knowledge of and articulate to others the complementary relationships that exist between the concepts of career education and their present education programs.

3. Value the process of integrating career development performance indicators with career preparation performance indicators which include academic vocational and technical subject matter performance objectives as a productive means of improving school curricula.

4. Associate other services and resources available within local district to assist in the implementation of the career education concepts.

5. Develop through a prescribed format a minimum number of lesson plans or career guidance plans that you can use during the next school year.

*6. Identify and make application of home, school, and community resources which will contribute to the effectiveness of the pupil's learning experiences.

*7. Promote the cooperative working relationships between teachers and counselors to increase the effectiveness of the pupil's learning experiences.

*8. Value the process of planning instruction in a systematic manner that is characterized by answering the following statements:

    - Determining and describing what it is we want to achieve.

    - Doing what is necessary to achieve the desired results.

    - Checking to see that we have succeeded in doing what we set out to do.

*Optional

CAREER EDUCATION WORKSHOP

5 DAY FORMAT

|  | MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY |
|---|---|---|---|---|---|
| 8:30 | Introduction to the Workshop:<br>Format<br>Pre-Test<br>Get Acquainted<br>Participant Performance Objectives<br>Information Sheet<br>University Information<br>Effective Group Collaboration<br>Small Group Exercises<br>Examining Career Education<br>Introduction to Career Education Concepts<br>Determining School District Roles | Components of Career Development and Career Preparation<br>Generating Ideas for Career Development Goal Attainment<br>The Infusion Process<br>Slide-tape or film-strip:<br>The Infusion Process | Curriculum Development<br>-Curriculum Worksheet<br>-Career Guidance Planning Sheet<br>(Individual assistance on request) | Curriculum Development | Have we reached this target?<br>Checking for success<br>Curriculum evaluation<br>Post-Test |
|  | LUNCH | LUNCH | LUNCH | LUNCH | LUNCH |
| 1:00 | Relating District Roles to Local or State Goals<br>Developing a Working Definition of Career Education<br>Assessing Student Exit Competencies | Introduce:<br>The Infusion Handbook for Teachers<br>The Infusion Handbook for Counselors<br>Resource Stations<br>Resource Persons<br>Curriculum Worksheets<br>Career Guidance Planning Sheets<br>A Guide for Completing the Career Education Worksheets<br>Sample Completed Worksheets | Curriculum Development<br>(Individual assistance on request) | Curriculum Development<br>or<br>Optional Modules | What Next?<br>Personal goal setting<br>Wrap-up |

| Learner Activities | Learner Resources |
|---|---|
| Review participant information sheet | Handout: Participant Information Sheet |
| Review university requirements and take any necessary action for registration, etc. | Handout: University Request |

| Leader Activities | Leader Resources |
|---|---|
| Review organizational information:<br>Parking<br>Attendance,<br>Etc. | Handout: Participant Information Sheet |
| Handout special business (for university credit, etc.) | Handout: University Requests |

EXAMPLE

## INTRODUCTION TO CAREER EDUCATION

## PARTICIPANT INFORMATION SHEET

| | | |
|---|---|---|
| 1. | ATTENDANCE: | Participants will be asked to sign a daily attendance roster. This will be particularly important for those enrolled in the workshop on a credit basis (University or local credit). |
| 2. | EMERGENCIES: | Should a personal emergency preclude attendance at the workshop at any time, participants are to notify the workshop offices at the following number ______________. Messages can be given participants at the workshop by calling the above number. |
| 3. | DRESS: | It is the hope of the workshop staff that the workshop be an informal/open productive two weeks. Dress that is most comfortable for each participant is appropriate. |
| 4. | INDIVIDUAL PROBLEMS: | Any participant having an individual problem with any aspect of the workshop will be given individual assistance to the extent possible by the workshop staff. |
| 5. | PARKING: | Workshop participants are asked to park ________ ____________________________________________. |
| 6. | STAFF LOCATION | The Career Education Offices are located:________ ____________________________________________ |
| 7. | BUILDING HOURS: | The Workshop site will be open daily from________ through________. |
| 8. | LUNCHES: | No lunch provisions have been made at the Educational Service Center. Several restaurants are available in the near-by area. |
| 9. | TELEPHONES: | Telephones for local calls are available at______ ____________________________________________. |

EXAMPLE

## INTRODUCTION TO CAREER EDUCATION[1] Course Number_____

EXAMPLE

### University Credit Requirements of Workshop Participants

Those enrolled in this workshop for TWO SEMESTER hours of credit will be expected to complete the following tasks:

1. For those desiring an "A" in the workshop, the following criteria must be met:[2]

   A. Perfect attendance during the____ days of the workshop at the__________________________________________________.

   B. Completion of a minimum of six (6) curriculum guide worksheets each of which will contain in writing:

      1. One academic performance objective.
      2. One career development performance objective.
      3. A minimum of three (3) learner activities designed to achieve the objectives noted - these activities should provide the learners with several options regarding achieving the objectives.
      4. Necessary resources, teacher activities, and support services needed to bring about the identified learner activities.
      5. A pre-test design.
      6. A post-test design.

   C. Completion of tasks regarding a minimum of three (3) community resource contacts as noted by:

      1. Completed general interview contact sheets, or completed narratives showing plans and organization for using community resources in planned instruction.
      2. Incorporating at least one community resource in a curriculum guide worksheet lesson.

   D. "Piloting" at least one lesson/unit through an illustrated role playing presentation.

   E. Observed participation in all workshop developed instructional activities.

---

[1] This is a sample of possible university requirements for credit. It may vary depending upon the university involved.

[2] Substitution of any of the above requirements is possible through mutual agreement of workshop participant and workshop leaders.

EXAMPLE

EXAMPLE

2. For those desiring a "B" in the workshop, the following criteria must be met:[3]

   A. Being present during at least eight (8) days of the scheduled workshop program.

   B. Completion of a minimum of six (6) curriculum guide worksheets each of which will contain in writing:

      1. One academic performance objective.
      2. One career development performance objective.
      3. A minimum of two (2) learner activities designed to achieve the objectives noted.
      4. Necessary resources, teacher activities, and support services needed to bring about the identified learner activities.
      5. A pre-test design.
      6. A post-test design.

   C. Completion of at least two (2) community resource contacts as noted by:

      1. Completed general interview contact sheets, or completed narratives showing plans and organization for using community resources in planned instruction.
      2. Incorporating at least one community resource in a curriculum guide worksheet lesson/unit.

   D. "Piloting" at least one lesson/unit through an illustrated role playing presentation.

   E. Observed participation in all workshop developed instructional activities on days in attendance.

Those enrolled in this workshop for THREE SEMESTER hours of credit will be expected to complete the following tasks:

   A. The requirements as noted under those enrolled for TWO SEMESTER hours of credit plus;

   B. The completion of an additional assignment as identified and mutually agreed to by workshop participant and workshop leaders.

NOTE: Administrators, counselors, and librarians are encouraged to develop plans tailored to their specific instructional services.

---

[3] Substitution of any of the above requirements is possible through mutual agreement of workshop participant and workshop leaders.

EXAMPLE

EXAMPLE

## MODULE PLAN

**MODULE: Effective Group Collaboration**

Objectives:

This instructional module will serve to:

A. Reacquaint the participants with:

  (1) Some basic principles fundamental to group processes.

  (2) A point of view which suggests that group collaboration is an effective means to achieve certain ends.

  (3) Some of the problems which impede the effective utilization of this process.

B. Provide the participants with opportunities to practice and to analyze group techniques for the purpose of preparing themselves to utilize this process effectively throughout the workshop.

| Learner Activities | Learner Resources |
|---|---|
| Individually complete "Perception" <br> and | Handout: "Perception" <br> and |
| Complete in small groups the Drawbridge Exercises and its analysis sheet. | Handout: Drawbridge Exercises and Analysis Sheet |
| Large group discussion on results of the Drawbridge Exercise. | |
| Other group process activities identified by the workshops leader. May be substituted for any of the above. | |

| Leader Activities | Leader Resources |
|---|---|
| Select at least 1 of the group process activities suggested above or others that you would prefer. | Handouts: For identified activities. |
| Introduce selected situation. | |
| Lead large group discussions. | |

EXAMPLE

## "PERCEPTIONS"

### A. GENERAL FRAME OF REFERENCE

| | |
|---|---|
| ____ Internal | ____ External |
| ____ Growth orientation | ____ Fencing in or controlling |
| ____ Perceptual meanings | ____ Facts, events |
| ____ People | ____ Things |
| ____ Hopeful | ____ Despairing |
| ____ Causation oriented | ____ Mechanics oriented |

### B. SEEING PEOPLE AND THEIR BEHAVIOR

| | |
|---|---|
| ____ As capable | ____ Incapable |
| ____ As trustworthy | ____ Untrustworthy |
| ____ As helpful | ____ Hindering |
| ____ As unthreatening | ____ Threatening |
| ____ As respectable | ____ No account |
| ____ As worthy | ____ Unworthy |

### C. THE HELPER'S SELF (SEES SELF AS):

| | |
|---|---|
| ____ Identified with people | ____ Apart from people |
| ____ Enough | ____ Not enough |
| ____ Trustworthy | ____ Not trustworthy |
| ____ Liked | ____ Not liked |
| ____ Wanted | ____ Not wanted |
| ____ Accepted | ____ Not accepted |
| ____ Feels certain, sure | ____ Doubt |
| ____ Feels aware | ____ Unaware |
| ____ Self revealing | ____ Self concealing |

### D. THE HELPING TASK AND ITS PROBLEMS (PURPOSE IS):

| | |
|---|---|
| ____ Helping | ____ Dominating |
| ____ Altruistic | ____ Narcissistic |
| ____ Larger | ____ Narrower |
| ____ Understanding | ____ Condemning |
| ____ Accepting | ____ Rejecting |
| ____ Valuing integrity | ____ Violating integrity |

APPROACH TO PROBLEMS IS:

| | |
|---|---|
| ____ Positive | ____ Negative |
| ____ Open to experience | ____ Closed to experience |
| ____ Process oriented | ____ Ends oriented |
| ____ Relaxed | ____ Compulsion to change others |
| ____ Awareness of complexity | ____ Oversimplification |
| ____ Tolerant of ambiguity | ____ Intolerant |

### E. APPROPRIATE METHODS FOR HELPING

____ Sees helping methods superior to manipulating methods
____ Sees cooperation superior to competition
____ Sees acceptance superior to appeasing
____ Sees acceptance superior to rejecting (attacking)
____ Sees permissive methods superior to authoritarian
____ Sees open communication superior to closed communication
____ Sees giving methods superior to withholding
____ Sees vital methods superior to lifeless

Ref. Grad. Seminar on the Helping Relationship, College of Education, University of Florida, Arthur M. Combs, Chairman.

## Alternative to "PERCEPTIONS"

## AGREE-DISAGREE STATEMENTS ON GROUPS

Instructions: Read each statement once. Check whether you agree (A) or disagree (B) with each statement. Take about four minutes for this. Then in small groups try to agree or disagree unanimously with each statement as a group. Try especially to discover reasons for disagreement. If your group cannot reach agreement or disagreement, you may change the wording in any statement enough to promote unanimity.

KEY: "A" if you agree: "B" if you disagree

( ) 1. A primary concern of all group members should be to establish an atmosphere where all feel free to express their opinions.

( ) 2. In a group with a strong leader an individual is able to achieve greater personal security than in a leaderless group.

( ) 3. There are often occasions when an individual who is a part of a working group should do what he thinks is right regardless of what the group has decided to do.

( ) 4. Members should be required to attend meetings for setting group goals and discussing group problems.

( ) 5. Generally there comes a time when democratic group methods must be abandoned in order to solve practical problems.

( ) 6. In the long run it is more important to use democratic methods than to achieve specific results by other means.

( ) 7. Sometimes it is necessary to change people in the direction you yourself think is right, even when they object.

( ) 8. It is sometimes necessary to ignore the feelings of others in order to reach a group decision.

( ) 9. When the leader is doing his best one should not openly criticize or find fault with his conduct.

( ) 10. There would be more attentiveness in meetings if the leader would get quickly to the point and say what he wants the group to do.

| STATEMENTS ABOUT BELIEFS | Strongly Agree | Agree | Disagree | Strongly Disagree |
|---|---|---|---|---|
| 1. The average human being has an inherent dislike of work and will avoid it if he can. | | | | |
| 2. Under the conditions of modern industrial life, the intellectual potentialities of the average human being are only partially utilized. | | | | |
| 3. Most human beings prefer to be directed, wish to avoid responsibility, have relatively little ambition, and want security above all. | | | | |
| 4. External control and the threat of punishment are not the only means for bringing about effort toward organizational objectives. Man will exercise self direction and self control in the services of objectives to which he is committed. | | | | |
| 5. The expenditure of physical and mental effort in work is as natural as play or rest. | | | | |
| 6. Most people learn, under proper conditions, not only to accept but to seek responsibility. | | | | |
| 7. Commitment to objectives is related to the rewards associated with their achievement. | | | | |
| 8. Because of the human characteristics of dislike of work, most people must be coerced, controlled, directed, or threatened with punishment to get them to put forth adequate effort toward the achievement of organizational objectives. | | | | |
| 9. The capacity to exercise a relatively high degree of imagination, ingenuity, and creativity in the solution of organizational objectives is widely, not narrowly, distributed in the population. | | | | |

## THE DRAWBRIDGE EXERCISE

(Please read the story, then follow the instructions at the top of the next page).

As he left for a visit to his outlying districts, the jealous Baron warned his pretty wife: "Do not leave the castle while I am gone, or I will punish you severely when I return!"

But as the hours passed, the young Baroness grew lonely, and despite her husband's warning, decided to visit her lover who lived in the countryside nearby.

The castle was located on an island in a wide, fast-flowing river with a drawbridge linking the island and the land at the narrowest point in the river.

"Surely my husband will not return before dawn," she thought, and ordered her servants to lower the drawbridge and leave it down until she returned.

After spending several pleasant hours with her lover, the Baroness returned to the drawbridge, only to find it blocked by a madman wildly waving a long and cruel knife.

"Do not attempt to cross this bridge, Baroness or I will kill you," he raved.

Fearing for her life, the Baroness returned to her lover and asked him for help.

"Our relationship is only a romantic one," he said, "I will not help."

The Baroness then sought out a boatman on the river, explained her plight to him, and asked him to take her across the river in his boat.

"I will do it, but only if you can pay my fee of five Marks."

"But I have no money with me!" the Baroness protested.

"That is too bad. No money, no ride," the boatman said flatly.

Her fear growing, the Baroness ran crying to the home of a friend and after again explaining the situation begged for enough money to pay the boatman his fee.

"If you had not disobeyed your husband, this would not have happened," the friend said. "I will give you no money."

With dawn approaching and her last resource exhausted, the Baroness returned to the bridge in desperation, attempted to cross to the castle, and was slain by the madman.

DIRECTIONS: In the previous story, there are six characters. They are (in alphabetical order):

The Baron________________

The Baroness______________

The Boatman______________

The Friend________________

The Lover________________

The Madman_______________

Using the list above, rank the characters (from 1 to 6) in the order of their responsibility for the death of the Baroness.

Now, work with the other members of your group and decide on a group rank order for the six characters.

The Drawbridge Exercise is a simulation designed to illustrate the importance and effect of personal value systems in interpersonal relationships and decision making. Please discuss the questions below in your group.

> How did you see personal value systems affecting group communication and decision making?
>
> What methods were used to influence minority opinions?
>
> This exercise often generates strong feelings, both positive and negative. What feelings did you see yourself and other members of your group displaying?
>
> What implications does this exercise have for your behavior in your professional role?

There are particular processes and behaviors that distinguish an effective, working group from a "collection of individuals." Using this sheet as a guide, assess the group in which you participated today. Hopefully this analysis will give you some thoughts relative to the things you can do to strengthen the group collaboration process during the remainder of the workshop.

--What happened to suggestions, ideas, and proposals from individual group members? (Discussed freely, ignored, rejected, etc.)

--Were all members of the group contributing, or were some members being quiet - and ignored? (Often high participators assume that low participators are agreeing with them simply because they are silent).

--Did it appear that the atmosphere in the group permitted everyone to contribute freely? What was contributing to the atmosphere?

--Who was influencing the group? How were they doing it? (Some typical behaviors include interrupting, talking louder, expressing strong personal feelings, using part of the group to pressure minority, threatening, and refusing to listen to opposing points of view).

--How well were group members listening? (When someone is talking, are other group members listening attentively, or are some "tuned out," trying to break in with their own contributions, or talking with other members (sub groups)? Are several persons talking at once? Are group members listening closely for the "meaning behind the meaning"?)

--How are decisions being made? (Consensus, voting, bargaining, "horse-trading," imposed by strong members or segments of the group, etc).

--How much commitment did individual group members have to the task the group was working on? How was this affecting group action?

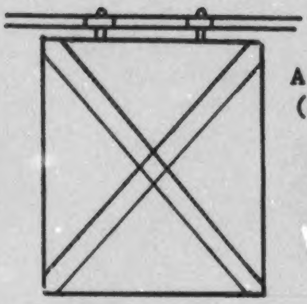
Listed below are a number of adjectives. Circle the three that you feel best described your behavior in this group. Cross out the three adjectives that you feel least described your behavior in this group.

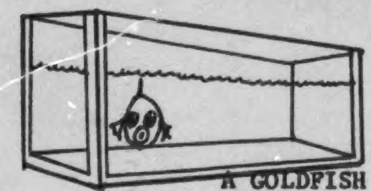
open
aggressive
honest
self-confident
distant
hard
relaxed
affectionate
participating

warm
leader
accepting
confronting
knowledgeable
strong
autonomous
risk-taking
quiet

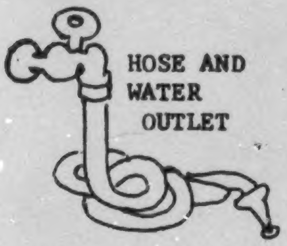
listening
constructive
humorous
tense
comfortable
real
conforming

Using ALL these items create a garage door which will open automatically.

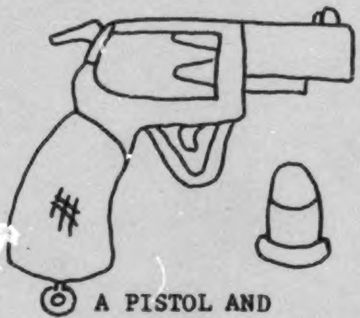

A GARAGE DOOR (sliding variety)

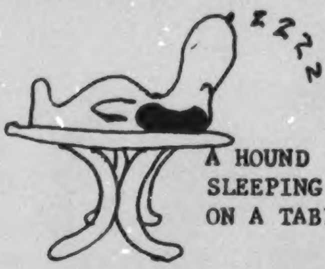

A GOLDFISH AQUARIUM

A MALLET


HOSE AND WATER OUTLET

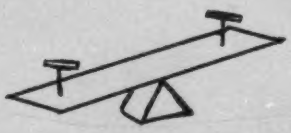
AN EXPLODING CAP


A PISTOL AND BULLET


A HOUND SLEEPING ON A TABLE

A RABBIT AND NEARBY BURROW

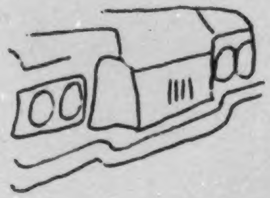
ROPE


SEESAW

A CAN FULL OF WATER

STRING

A LAWN SPRINKLER


FRONT END OF AN AUTOMOBILE

A FLEA -

PROCEED TO UNIT II: THE TARGET!

# UNIT II: ON TARGET

## MODULE

## THE TARGET!

## MODULE

## EXAMINING CAREER EDUCATION

# UNIT TABLE OF CONTENTS

## MODULES

### Examining Career Education

Introduction to the concepts of Career Education

Determining School District Roles

Relating District Roles to Local or State Goals

Developing a Working Definition of Career Education

Assessing Student Exit Competencies

Components of Career Development and Career Preparation

Generating Ideas for Career Development Goal Attainment

# MODULE PLAN

## MODULE: EXAMINING CAREER EDUCATION

**Objectives:**

This instructional module will serve to:

A. Provide background about the need for Career Education.

B. Familiarize the participants with the Michigan model and the Career Education Advisory Commission definition.

C. Provide a common assessment of the effectiveness of the local school system on a set of student exit competencies.

D. Familiarize the participants with the specific goals and performance indicators of Career Development.

## SPECIAL INSTRUCTIONS TO WORKSHOP IMPLEMENTOR

This module has been designed for use with groups having varying levels of background and awareness in career education. You will probably want to inquire about the background and previous career education experiences of your group before proceeding through all parts of the module. Groups with a high level of career education awareness may wish to exclude portions of this module.

Before beginning the module you will need to:

1. Determine whether the local districts represented in your group have established their own set of goals. If they have, obtain copies for use with the group and for use with Worksheet 3 in Part C. If local goals have not been adopted, obtain copies of the Common Goals of Michigan Education to be used with Worksheet 2 in Part C.
2. Prepare or copy the needed handouts from this module.
3. Obtain the needed films, filmstrips, and/or slide/tapes you will be using.
4. Read through the Learner Activities/Learner Resources section of each Part to make sure you have everything you need and to determine which portions of the module you might wish to alter or delete.

# PART A

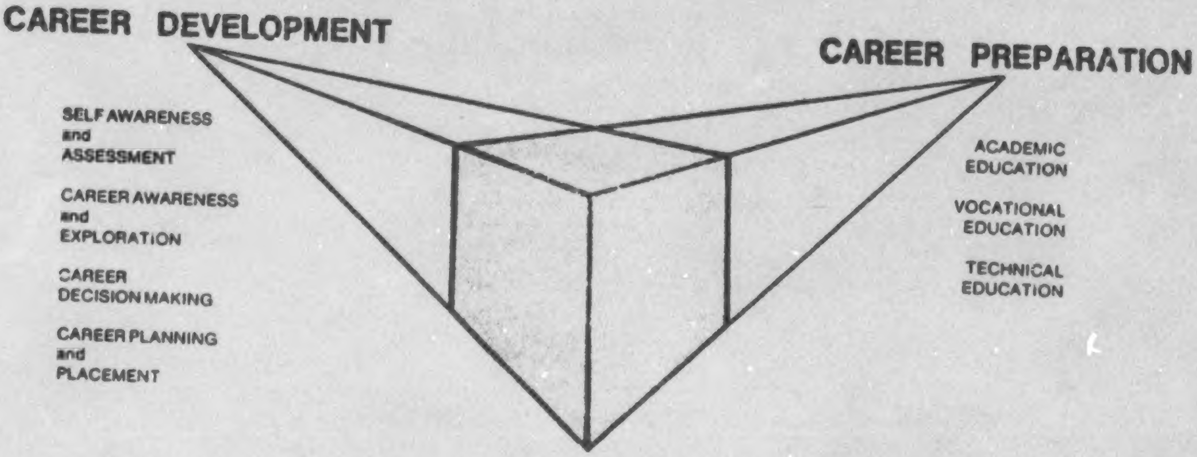
## INTRODUCTION TO THE CONCEPTS OF CAREER EDUCATION

This part of the module is designed to provide the participants with a general background of what Career Education is and why it is needed in our schools. In addition, participants will be given an introduction to the Michigan Model of Career Education and to the general definition adopted by the Michigan Career Education Advisory Commission. The activities included are primarily receptive in nature and may be completed as a total group.

The emphasis and time spent on this part will be determined by the degree of awareness among the participants. Groups with a high level of awareness may wish to entirely omit this part.

| LEARNER ACTIVITIES | LEARNER RESOURCES |
|---|---|
| 1. View film(s) and/or slide/tape | 1. Films - Career Education<br>Choice Not Chance<br>Slide/Tape - What is Career Education. |
| 2. Large group presentation and discussion of the Michigan Model for Career Education | 2. Michigan Model for Career Education<br>Optional handout<br>or<br>Transparency. |
| 3. Large group presentation and discussion of What is Career Education in Michigan? | 3. What is Career Education in Michigan?<br>Optional handout. |
| 4. Summarize background information:<br>- why might we need Career Education?<br>- what are the major thrusts of the Michigan Model for Career Education?<br>- what areas of the school program are included in Career Education? | |

# CAREER EDUCATION



**CAREER DEVELOPMENT**

- SELF AWARENESS and ASSESSMENT
- CAREER AWARENESS and EXPLORATION
- CAREER DECISION MAKING
- CAREER PLANNING and PLACEMENT

**CAREER PREPARATION**

- ACADEMIC EDUCATION
- VOCATIONAL EDUCATION
- TECHNICAL EDUCATION

## AN INTEGRATED APPROACH

# WHAT IS CAREER EDUCATION IN MICHIGAN?

Career Education is the delivering of skills to all students which will provide them with the ability to explore, understand, and perform in their life roles while learning, working, and living.

In this statement, the Michigan Career Education Advisory Commission[1] is expanding the definition of "career" to include the individual's life roles as citizen, family member, and participant in aesthetic and recreational experiences, as well as worker. Using this broader definition of the word career gives career education sufficient scope so that it embraces all elements of the Common Goals of Michigan Education. The goals stress the individuals acquisition of basic skills, preparation for social participation and change, ability to think creatively and critically, development of a strong self-concept, and the gaining of occupational skills.

All elements of education have a role to play in Career Education. In addition, the implementation of Career Education requires the participation of the school and the total community in a cooperative relationship.

The various segments of Career Education generally separate into two broad categories, those being Career Development, and Career Preparation.

Career Development is that part of Career Education which includes: Self Awareness and Assessment, Career Awareness and Exploration, Career Decision Making, and Career Planning and Placement.

Career Preparation is the acquiring of academic and vocational knowledge and skills necessary to implement career decisions and plans.

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[1] Appointed by the authority contained in Public Act 97 of the Public Acts of 1974.

## PART B

## DETERMINING SCHOOL DISTRICT ROLES

This portion of the module is designed to allow the participants to develop a common base of understanding about the roles of their schools. Each participant will examine his/her beliefs about the roles of the schools in his/her district. This will be followed by sharing and discussing with other workshop participants to form a common base for further examining the concepts of Career Education.

Worksheet 1 has been designed to encompass a broad range of possible school roles. Some of the suggested roles may elicit strong reactions from some of the workshop participants. In addition, space has been provided for individuals or groups to add important roles which they feel have been omitted from the list.

| LEARNER ACTIVITIES | LEARNER RESOURCES |
|---|---|
| 1. View filmstrip/cassette<br>Note: Use a filmstrip projector that can accept a cassette and that will advance with a syne-pulse.<br>e.g., Dukane 28A15 Cassette Supermicromatic<br>Dukane 28A49 Cassette Micromatic<br>or<br>Use a filmstrip projector and a cassette player which causes you to advance the frames of the filmstrip manually. You will need to follow the script in the "operator's manual" that accompanies the filmstrip.<br>e.g., Dukane 28A6 Filmstrip Projector<br>Any cassette playback machine | 1. "Roles and Goals" |
| 2. Participate in large group discussion or small group discussion about the filmstrip. | 2. "Roles and Goals" operators manual and discussion guide. |
| 3. Individually complete Worksheet 1, "The Schools in My District Should Be Assuming the Following Roles." | 3. Worksheet 1, "The Schools in my District Should Be Assuming the Following Roles." |
| 4. In small groups, compare your responses to Worksheet 1 - Attempt to reach consensus for the roles of the school within your small group. | 4. Participants Worksheet 1. |
| 5. Record small group results. | 5. Large sheets of newsprint<br>or<br>acetate sheets for use with Overhead Projector<br>or<br>other means of visually displaying results for the total group. |

CONTINUED ON THE NEXT PAGE

| LEARNER ACTIVITIES | LEARNER RESOURCES |
|---|---|
| 6. Participate in large group discussion of the recorded results of Worksheet 1.<br>- where do the groups agree?<br>- where do they disagree?<br>- what might be some reasons for these differences?<br>- what degree of consensus do we have for the total group? | 6. Recorded results of small group. |
| 7. Summarize the activity:<br>- consensus on the roles for schools.<br>- need to establish goals for the school based on these roles. | |

WORKSHEET I

| THE SCHOOLS IN MY DISTRICT SHOULD BE ASSUMING THE FOLLOWING ROLES | I ACCEPT | MY SMALL GROUP ACCEPTS |
|---|---|---|
| 1. Assisting the students in acquiring information about their personal characteristics as well as those of others. | | |
| 2. Accepting responsibility for meeting the nutritional needs of students. | | |
| 3. Developing a variety of personal interests through enrichment in the physical sciences, social sciences, humanities, and creative arts. | | |
| 4. Helping students acquire and apply interpersonal skills. | | |
| 5. Developing a specific set of values with the students. | | |
| 6. Developing the students' conceptual knowledge in mathematics and their ability to perform mathematical operations. | | |
| 7. Helping students to identify and explore a variety of alternative occupational roles and settings. | | |
| 8. Helping students develop employability skills or to have a saleable skill. | | |
| 9. Assisting students to be able to adjust to societal changes and changes in personal goals. | | |
| 10. Assisting students to recognize various educational alternatives and how they might apply those opportunities. | | |
| 11. Developing knowledges and skills in family living. | | |
| 12. Developing the students' decision-making skills. | | |
| 13. Providing services and activities beyond the regular school day. | | |

WORKSHEET 1 (continued)

| | I ACCEPT | MY SMALL GROUP ACCEPTS |
|---|---|---|
| 14. Developing the students' ability to comprehend and communicate ideas through reading, writing, listening, and speaking. | | |
| 15. Providing experiences that will lead to the students' being able to assume increasing responsibility for their own learning. | | |
| 16. Helping students develop an understanding of the various life roles (occupational, leisure, citizen, and family). | | |
| 17. Developing the students' ability to apply rational, intellectual processes to the identification, consideration, and solution of problems. | | |
| 18. Providing day-care or nursery school opportunities for all children. | | |
| 19. | | |
| 20. | | |
| 21. | | |
| 22. | | |
| 23. | | |

## PART C

## RELATING DISTRICT ROLES TO LOCAL OR STATE GOALS

Having discussed the roles of the schools the participants now will need to determine how these roles may be matched with the goals adopted by their district. If goals have not been adopted, use of the Student Learnings from the Common Goals of Michigan Education may be substituted for this activity.

Before beginning the activity you should distribute copies of the local goals or the Common Goals of Michigan Education and discuss their completeness and intent. Matching roles with goals will be accomplished through completion of Worksheet 2 or Worksheet 3. If you will be using the local district goals, space has been provided above the columns on Worksheet 2 for entering these local district goals.

| LEARNER ACTIVITIES | LEARNER RESOURCES |
|---|---|
| 1. Read local district goals. Read the 13 Student Learnings of the Common Goals of Michigan Education. | 1. Local District Goals<br>Common Goals of Michigan Education. |
| 2. In small groups complete Worksheet 2, if local school district goals have been established<br>or<br>complete Worksheet 3 if you are relating the list of roles to the Common Goals of Michigan Education. | 2. Worksheet 2<br>or<br>Worksheet 3 |
| 3. Record small group results. | 3. Use same options for recording as suggested for Worksheet 1, Part B. |
| 4. Participate in large group discussion of the recorded results of Worksheet 2 or Worksheet 3.<br>Summarize the activity:<br>- do any patterns of results appear from the small groups?<br>- did most small groups come up with similar results?<br>- if most came up with similar results, does the group believe that this could represent a common base for their educational efforts? | 4. Recorded results of small groups. |

# THE COMMON GOALS OF MICHIGAN EDUCATION

# FOREWORD

In early 1970, the continuing concern for the quality of public education in the State of Michigan prompted the State Board of Education to appoint an advisory task force composed of Michigan educators, students, and lay citizens. This task force was given the charge of identifying and delineating what are believed to be the common goals of an educational system capable of meeting the growing and changing needs of contemporary society.

In June, 1970 the Task Force on Goals presented its recommendations to the State Board of Education. The State Board received these recommendations and made revisions and additions. A document entitled The Common Goals of Michigan Education: Tentative which included the goals as revised by the State Board was distributed to educators and interested citizens throughout the State. Twenty-five public meetings were then held in order to elicit the opinions and concerns of local educators and lay citizens regarding the tentative common goals. A summary of these meetings is available for inspection at the Department of Education. The State Board reviewed these opinions and concerns, revised the tentative common goals accordingly, and has now adopted the revised goals as State Board policy. These common goals of Michigan education are presented in this document.

These goals will serve as statements of broad direction and general purpose for Michigan's educational system. The State Board of Education, through the Department of Education staff, and working with local educators, lay citizens, and outside consultants and experts in curriculum and measurement, will now develop performance objectives for these goals, which describe the specific educational activities and behaviors included by them, as well as developing techniques to assess progress toward the goals.

While it may be recognized that the schools as they presently function are meeting the needs of many individuals. It has become increasingly clear that an effort must be initiated which focuses on the needs of all citizens, on the demands of present-day society, and on the resources at hand. It is the earnest hope of the State Board that Michigan's educational system will become a system that is successful for all of those who participate in it, as well as successful for the society which supports it and is supported by it.

It is in this spirit that the goals on the following pages have been adopted by the State Board of Education and are presented to the people of Michigan.

John W. Porter
Superintendent of
Public Instruction

# INTRODUCTION

A democratic society such as ours must have many worthy and appropriate goals for its schools if its people are to be well served. Goals are presented here which we believe are and must be common to all Michigan's schools, including kindergarten through college and university study, and which make up the foundation of a system of quality education. It will be necessary for local school districts and various levels of schools to expand upon these common goals so that the requirements of unique and specific educational situations may be met effectively.

The common goals of Michigan education are grouped into three principal areas which should guide efforts to perfect Michigan's educational system. These areas are: (1) citizenship and morality--which sets out the criteria which schools must meet in developing mature and responsible citizens; (2) democracy and equal opportunity--which deals with conditions necessary for a successful process of school operation; and (3) student learning--which specifies desired outcomes for each person who is a product of our educational system. Within each of these broad areas specific goals are described which must direct the schools of Michigan in order to provide optimum opportunity for success for all students. In addition, Appendix A, Educational Improvement identifies four programs that are essential to continued upgrading of the system.

Because the common goals are described in general terms, each goal must be further defined by describing the performance objectives and by developing methods and techniques to assess the extent of successes of the State's educational system in responding to the educational needs of Michigan's citizens. It is the State Board's intention that the specification of the objectives and methods related to all of the common goals will draw upon the knowledge and experience of individuals and groups directly involved in the implementation of the objectives. It is, however, the clear responsibility of the particular level of the educational system to develop additional specific objectives to meet the unique needs of citizens and to determine detailed methods and techniques to implement the objectives.

In order to accomplish the intention of the State Board to insure broad participation in developing objectives and methods related to the common goals, the State Board has directed the Superintendent of Public Instruction to request the Council on Elementary and Secondary Education to participate in the formulation of guidelines for the development of objectives. Additionally, the State Board has directed the Superintendent to establish thirteen commissions, one for each level of elementary and secondary instruction, to assist in defining the objectives appropriate to each level. Members of the commissions will be drawn from all levels of educational instruction and governance and from the lay citizenry. In this process of defining objectives, the methods for realizing the objectives will also be suggested and considered.

This document is grounded in the belief that the success of an educational system must be measured by the degree to which the educational development of all students reflects the potentials of those students as individuals regardless of race, sex, religion, physical or mental condition, or socioeconomic or ethnic background.

## THE THREE GOAL AREAS

### CITIZENSHIP AND MORALITY

Michigan education must create an educational environment which fosters the development of mature and responsible citizens.* Three goals have been identified in this area:

Goal 1 - Morality
Michigan education must assure the development of youth as citizens who have self-respect, respect for others, and respect for the law.

Goal 2 - Citizenship and Social Responsibility
Michigan education must assure the development of mature and responsible citizens, with the full sense of social awareness and moral and ethical values needed in a heterogeneous society. It must encourage critical but constructive thinking and responsible involvement, with consideration for the rights of all in the resolution of the problems of our society. It must create within the school system an atmosphere of social justice, responsibility, and equality which will enable students to carry a positive and constructive attitude about human differences and similarities into their working or community relationships in later life. The schools should provide various learning experiences involving students from different racial, religious, economic, and ethnic groups; accordingly, Michigan education should move toward integrated schools which provide an optimum environment for quality education.

Goal 3 - Rights and Responsibilities of Students
Michigan education must recognize and protect the individual and legal rights of students as people and as citizens, regardless of race, religion, or economic status. Together with these rights students must accept responsibilities and disciplines essential to our society. Implicit in this goal is the recognition of the corresponding rights of parents, teachers, and other participants in the educational process.

*The Constitution of the State of Michigan reads: Religion, morality, and knowledge being necessary to good government and the happiness of mankind, schools and the means of education shall forever be encouraged.

## DEMOCRACY AND EQUAL OPPORTUNITY

Michigan education must support and advance the principles of democracy by recognizing the worth of every individual and by respecting each person's right to equal educational opportunity. Six goals have been identified in this area:

Goal 1 - Equality of Educational Opportunity
Michigan education must ensure that its processes and activities are so structured as to provide equality of educational opportunity for all and to assure that there is no institutionalized oppression of any group, such as racism where it exists. It must also provide for an educational environment conducive to learning. The system must assure that all aspects of the school program--including such matters as educational goals, organization of schools, courses, instructional materials, activities, treatment of students, attitudes, and student and community representation--give full cognizance and proper weight to the contributions and participation of all groups within its structure. The school climate should accomodate the diverse values of our society and make constructive use of these values for the betterment of society.

Goal 2 - Michigan education must recognize and respect the need for special academic and administrative measures in schools serving students whose native tongue is one other than English. These students should be encouraged and assisted to develop their skills in their native language while they are acquiring proficiency in English. For example, the methodologies of foreign language instruction might be used to enable these students to gain the required fluency. Where there is a substantial population of non-English speaking students, bilingual programs should be provided in order that the students may develop their bilingual skills and enhance their educational experience rather than be forced into the position of a disadvantaged student. Such programs should extend to the provision of instructional techniques which facilitate a student's educational development regardless of his out-of-school experience with non-standard English.

Goal 3 - Education of the Exceptional Person
Michigan education must recognize and provide for the special educational needs of exceptional persons. This recognition must extend to those who are academically talented and to those who are considered physically, mentally, or emotionally handicapped.

Regarding the handicapped, Michigan education must further assure that its procedures concerning the testing and evaluation of children tentatively identified as being mentally or emotionally handicapped do not unduly penalize minority or low socioeconomic status children by precipitous referral and placement into special classes.

Every effort must be made to achieve the maximum progress for exceptional individuals by facilitating their movement into and/or out of special classes.

Goal 4 - Allocation of Financial Resources
Michigan education must ensure that the availability and quality of publicly financed education be maintained at acceptable levels in all communities. The inability of local communities to muster sufficient resources to meet their needs must not be allowed to deprive individuals of quality education. Accordingly, the differential distribution of education funds by the State must be recognized as being justified by the differences in abilities of local school districts to meet the educational needs of all of their students. On the other hand, school districts should be able to raise additional monies in their efforts to provide for quality education.

Goal 5 - Parental Participation
Michigan education must develop effective means for involving parents in the educational development of their children and encouraging them to meet their responsibilities in this regard.

Goal 6 - Community Participation
Michigan education must develop effective means for utilizing community resources and making these resources available to the community.

## STUDENT LEARNING

Michigan education must help each individual acquire a positive attitude toward school and the learning process so that, as a result of his educational experience, he is able to achieve optimum personal growth, to progress in a worthwhile and rewarding manner in the career of his choice, and to render valuable service to society. Thirteen goals have been identified in this area.

Goal 1 - Basic Skills
Michigan education must assure the acquisition of basic communication, computation, and inquiry skills to the fullest extent possible for each student. These basic skills fall into four broad categories: (1) the ability to comprehend ideas through reading and listening; (2) the ability to communicate ideas through writing and speaking; (3) the ability to handle mathematical operations and concepts; and,

(4) the ability to apply rational intellectual processes to the identification, consideration and solution of problems. Although the level of performance that can reasonably be expected in each of these areas will vary from person to person, the level of expectation of each individual must be accurately assessed. Continual evaluation of his aptitudes, abilities, and needs must be undertaken. Every effort must be made to afford each individual the opportunity for mastery which he needs to pursue his chosen goals, to the point of program entrance and beyond.

Goal 2 - Preparation for a Changing Society
Michigan education must encourage and prepare the individual to become responsive to the needs created and opportunities afforded by an ever-changing social, economic, and political environment both here and throughout the world. An appreciation of the possibilities for continuing self-development, especially in light of increasing educational and leisure-time opportunities, will encourage him to pursue his chosen goals to the limits of his capabilities under such changing conditions.

Goal 3 - Career Preparation
Michigan education must provide to each individual the opportunity to select and prepare for a career of his choice consistent to the optimum degree with his capabilities, aptitudes, and desires, and the needs of society. Toward this end, he should be afforded, on a progressive basis, the necessary evaluation of his progress and aptitudes, together with effective counseling regarding alternatives available, the steps necessary to realize each of these alternatives, and the possible consequences of his choice. In addition, each individual should be exposed, as early and as fully as possible, to the adult working world and to such adult values as will enable more thoughtful and meaningful decisions as to career choice and preparation.

Goal 4 - Creative, Constructive, and Critical Thinking
Michigan education must foster the development of the skills of creative, constructive and critical thinking to enable the individual to deal effectively with situations and problems which are new to his experience in ways which encourage him to think and act in an independent, self-fulfilling, and responsible manner.

Goal 5 - Sciences, Arts, and Humanities
Michigan education must provide on a continuing basis, to each individual, opportunity and encouragement to gain knowledge and experience in the area of the natural sciences,

the social sciences, the humanities, and the creative and fine arts so that his personal values and approach to living may be enriched by these experiences.

Goal 6 - Physical and Mental Well-Being
Michigan education must promote the acquisition of good health and safety habits and an understanding of the conditions necessary for physical and mental well-being.

Goal 7 - Self-Worth
Michigan education must respond to each person's need to develop a positive self-image within the context of his own heritage and within the larger context of the total society. The development of a positive self-image will enhance the individual's ability to fruitfully determine, understand, and examine his own capacities, interests, and goals in terms of the needs of society.

Goal 8 - Social Skills and Understanding
Michigan education must provide for each individual an understanding of the value systems, cultures, customs, and histories of his own heritage as well as of others. Each student must learn to value human differences, understand and act responsibly upon current social issues, participate in society and government while seeking to improve them, and seek a society where every person has equal access to the lawful goals he seeks regardless of his background or group membership. Each person must learn to develop and maintain effective interpersonal relationships.

Goal 9 - Occupational Skills
Michigan education must provide for the development of the individual's marketable skills so that a student is assisted in the achievement of his career goals by adequate preparation in areas which require competence in occupational skills.

Goal 10 - Preparation for Family Life
Michigan education must provide an atmosphere in which each individual will grow in his understanding of and responsiveness to the needs and responsibilities inherent in family life. Joint efforts must be made by school, parents, and community to bring together the human resources necessary in this endeavor.

Goal 11 - Environmental Quality
Michigan education must develop within each individual the knowledge and respect necessary for the appreciation, maintenance, protection, and improvement of the physical environment.

Goal 12 - Economic Understanding

Michigan education must provide that every student will gain a critical understanding of his role as a producer and consumer of goods and services, and of the principles involved in the production of goods and services.

Goal 13 - Continuing Education

Michigan education must promote an eagerness for learning which encourages every individual to take advantage of the educational opportunities available beyond the formal schooling process.

# APPENDIX A

## EDUCATIONAL IMPROVEMENT

The Common Goals of Michigan Education are presented in the first part of this document. This appendix identifies four programs which essentially are means, yet are important in upgrading the educational system. These programs provide information and actions which are the vehicles for system changes leading to the attainment of the Common Goals of the educational system.

These four programs are:

1 - Quality Teaching
Michigan education must assure that an individual is not limited in his educational experience. He must be provided with quality education, including the best possible methods of teaching and learning. Instructional improvement is sought through continuing education of teachers, systematic planning of school programs which provide a variety of alternatives for reaching educational objectives, and the dissemination of improved strategies of teaching.

2 - Accountability
Michigan education must move toward establishing responsibility and accountability standards for the performance of administrators and teachers. Meaningful job descriptions for administrators and teachers should be developed to facilitate the appropriate placement of personnel and the accurate determination of responsibilities of these personnel. These descriptions should be updated at frequent intervals to take into account developments in educational techniques and technology, and changes in student and personnel characteristics.

Procedures must be established according to which the performance of administrators and teachers would be evaluated relative to applicable job descriptions and to the circumstances within which the individual functions.

3 - Assessment and Evaluation
Michigan education must provide continuing and thorough assessment and evaluation of progress toward each of the goals named in this document in order to make available the best possible information for effective educational decision-making. Since such decisions are made at state, regional, local, and classroom levels, varied types of evaluation procedures are required.

The assessment process must take into account the varied population of the State giving appropriate consideration to the social, economic, civic, and cultural aspirations, needs, and circumstances of the people served by the educational system.

Preparation for the mechanics of testing must be accompanied by a variety of activities which assure that the individual is not handicapped in his performance by the testing techniques and procedures utilized. The development and implementation of the assessment and evaluation program must provide opportunity for the involvement of the community (parents, business, and social institutions), the school, and the Department of Education.

4 - Research and Development
Michigan education must foster research to create new knowledge about teaching and learning. Michigan education must also foster the development of tested alternatives to existing practice so that continued progress toward the attainment of the goals of Michigan education may be achieved. Joint effort and support by all agencies whose actions affect education is essential to the achievement of this goal.

WORKSHEET 2

## RELATING ROLES TO GOALS

Directions: Relate the roles you have accepted for your school district to the goals of your school district by checking one, two, or three goal areas which provide for fulfillment of each role.

| | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1. Assisting the students in acquiring information about their personal characteristics as well as those of others. | | | | | | | | | | | | | |
| 2. Accepting responsibility for meeting the nutritional needs of the students. | | | | | | | | | | | | | |
| 3. Developing a variety of personal interests through enrichment in the physical sciences, social sciences, humanities, and creative arts. | | | | | | | | | | | | | |
| 4. Helping students acquire and apply interpersonal skills. | | | | | | | | | | | | | |
| 5. Developing a specific set of values with the students. | | | | | | | | | | | | | |
| 6. Developing the students' conceptual knowledge in mathematics and their ability to perform mathematical operations. | | | | | | | | | | | | | |
| 7. Helping students to identify and explore a variety of alternative occupational roles and settings. | | | | | | | | | | | | | |
| 8. Helping students develop employability skills or to have a saleable skill. | | | | | | | | | | | | | |
| 9. Assisting students to be able to adjust to societal changes and changes in personal goals. | | | | | | | | | | | | | |

THE SCHOOLS IN MY DISTRICT SHOULD BE ASSUMING THE FOLLOWING ROLES

| | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 10. Assisting students to recognize various educational alternatives and how they might apply those opportunities. | | | | | | | | | | | | |
| 11. Developing knowledges and skills in family living. | | | | | | | | | | | | |
| 12. Developing the students' decision-making skills. | | | | | | | | | | | | |
| 13. Providing services and activities beyond the regular school day. | | | | | | | | | | | | |
| 14. Developing the students' ability to comprehend and communicate ideas through reading, writing, listening, and speaking. | | | | | | | | | | | | |
| 15. Providing experiences that will lead to the students' being able to assume increasing responsibility for their own learning. | | | | | | | | | | | | |
| 16. Helping students to develop an understanding of the various life roles (occupational, leisure, citizen, and family). | | | | | | | | | | | | |
| 17. Developing the students' ability to apply rational, intellectual processes to the identification, consideration, and solution of problems. | | | | | | | | | | | | |
| 18. Providing day-care or nursery school opportunities for all children. | | | | | | | | | | | | |
| 19. | | | | | | | | | | | | |

**THE SCHOOLS IN MY DISTRICT SHOULD BE ASSUMING THE FOLLOWING ROLES**

| | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 20. | | | | | | | | | | | | |
| 21. | | | | | | | | | | | | |
| 22. | | | | | | | | | | | | |
| 23. | | | | | | | | | | | | |

WORKSHEET 3

## RELATING ROLES TO GOALS

Directions: Relate the roles you have accepted for your school district to the Student Learnings in the Common Goals of Michigan Education by checking the one, two, or three goal areas which provide for fulfillment of each role.

COMMON GOALS MICHIGAN EDUCATION - STUDENT LEARNIN

| | Basic Skills | Preparation for a Changing Society | Career Preparation | Creative, Constructive and Critical Thinking | Sciences, Arts, and Humanities | Physical and Mental Well-Being | Self Worth | Social Skills and Understanding | Occupational Skills | Preparation for Family Life | Environmental Quality | Economic Understanding | Continuing Education |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1. Assisting the students in acquiring information about their personal characteristics as well as those of others. | | | | | | | | | | | | | |
| 2. Accepting responsibility for meeting the nutritional needs of the students. | | | | | | | | | | | | | |
| 3. Developing a variety of personal interests through enrichment in the physical sciences, social sciences, humanities, and creative arts. | | | | | | | | | | | | | |
| 4. Helping students acquire and apply interpersonal skills. | | | | | | | | | | | | | |
| 5. Developing a specific set of values with the students. | | | | | | | | | | | | | |
| 6. Developing the students' conceptual knowledge in mathematics and their ability to perform mathematical operations. | | | | | | | | | | | | | |
| 7. Helping students to identify and explore a variety of alternative occupational roles and settings. | | | | | | | | | | | | | |
| 8. Helping students develop employability skills or to have a saleable skill. | | | | | | | | | | | | | |
| 9. Assisting students to be able to adjust to societal changes and changes in personal goals. | | | | | | | | | | | | | |

## COMMON GOALS MICHIGAN EDUCATION - STUDENT LEARNINGS

| THE SCHOOLS IN MY DISTRICT SHOULD BE ASSUMING THE FOLLOWING ROLES | Basic Skills | Preparation for a Changing Society | Career Preparation | Creative, Constructive and Critical Thinking | Sciences, Arts, and Humanities | Physical and Mental Well-Being | Self Worth | Social Skills and Understanding | Occupational Skills | Preparation for Family Life | Environmental Quality | Economic Understanding | Continuing Education |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 10. Assisting students to recognize various educational alternatives and how they might apply those opportunities. | | | | | | | | | | | | | |
| 11. Developing knowledges and skills in family living. | | | | | | | | | | | | | |
| 12. Developing the students' decision-making skills. | | | | | | | | | | | | | |
| 13. Providing services and activities beyond the regular school day. | | | | | | | | | | | | | |
| 14. Developing the students' ability to comprehend and communicate ideas through reading, writing, listening, and speaking. | | | | | | | | | | | | | |
| 15. Providing experiences that will lead to the students' being able to assume increasing responsibility for their own learning. | | | | | | | | | | | | | |
| 16. Helping students to develop an understanding of the various life roles (occupational, leisure, citizen, and family). | | | | | | | | | | | | | |
| 17. Developing the students' ability to apply rational, intellectual processes to the identification, consideration, and solution of problems. | | | | | | | | | | | | | |
| 18. Providing day-care or nursery school opportunities for all children. | | | | | | | | | | | | | |
| 19. | | | | | | | | | | | | | |

THE SCHOOLS IN MY DISTRICT SHOULD BE ASSUMING THE FOLLOWING ROLES

| | COMMON GOALS MICHIGAN EDUCATION - STUDENT LEARNINGS | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Basic Skills | Preparation for a Changing Society | Career Preparation | Creative, Constructive and Critical Thinking | Sciences, Arts, and Humanities | Physical and Mental Well-Being | Self Worth | Social Skills and Understanding | Occupational Skills | Preparation for Family Life | Environmental Quality | Economic Understanding | Continuing Education |
| 20. | | | | | | | | | | | | | |
| 21. | | | | | | | | | | | | | |
| 22. | | | | | | | | | | | | | |
| 23. | | | | | | | | | | | | | |

## PART D

## DEVELOPING A WORKING DEFINITION OF CAREER EDUCATION

One of the first questions educators have regarding career education is: your definition of career education? The purpose of this part of the module is to allow the participants to continue to develop a basis of understanding about the concepts of career education through the development of their own definition of career education and one that they will agree to and work towards during the rest of the career education workshop.

In developing a definition for career education it may be helpful to examine the foundations on which others have built their definition. If there can be general agreement relative to this base, then as each individual develops his/her own definition, the degree of differences in the definitions will be minimal and the potential exists that most participants will perceive career education in much the same way and, thus, will have a common understanding from which to begin their implementation and sharing efforts. The activities in Part B and Part C should have provided some of the needed common understanding.

The Michigan Career Education Advisory Commission has defined career education as a delivery system emphasizing the knowledges, skills, and attitudes people need to explore, understand, and perform their life roles. This definition encompasses the intent of the thirteen Student Learnings of the Common Goals of Michigan Education. The Michigan model for career education will provide further common background for development of individual or group definitions. The participants may be given the several sample definitions of career education provided.

From this background participants will be expected to adopt, adapt, or develop a new definition which takes into consideration as many of the goal statements as possible.

| LEARNER ACTIVITIES | LEARNER RESOURCES |
|---|---|
| 1. Participate in large group discussion (review) of the Michigan Career Education Advisory Commission definition of career education and the Michigan Model | 1. Part A of this module<br>- Michigan Career Education Advisory Commission's definition<br>- Michigan Model |
| 2. In small groups develop a working definition for career education using Worksheet 4. | 2. Each small group member should contribute three key words he/she feels would need to be included in developing a definition of career education. The words are pooled together and a definition is developed. |
| 3. Read and discuss sample definitions in small groups. | 3. Career education sample definitions |
| 4. Each small group posts its definition to share with other groups. | 4. Provide newsprint, markers, and tape, for posting of each groups definition. |
| 5. Share and discuss definitions as a whole group.<br>- are common elements evident in the definitions?<br>- what differences exist?<br>- was there group consensus? | 5. Recorded definitions |

WORKSHEET 4

## DEVELOPMENT OF WORKING DEFINITION OF CAREER EDUCATION

On your own or in a small group, develop a definition of career education which you will use during this workshop. You may wish to adapt or adopt a definition from sample definitions provided; you may wish to incorporate the Michigan model and general definition; or you may wish to develop a completely new definition.

CAREER EDUCATION IS: ________________________________________

When all groups and/or individuals have completed their definitions, they will be shared with the total workshop group.

## CAREER EDUCATION SAMPLE DEFINITIONS

Career education is:

1. A process of providing the student with the opportunities to develop some personal understandings as a basis for making career choices commitant decisions relative to preparation for a job or career.

2. A means to make basic subject matter relevant on a daily basis.

3. To prepare our children, youth, and adults to lead a productive self-fulfilling life in our world.

4. A delivery system emphasizing the knowledges, skills, and attitudes people need to explore, understand, and perform their life roles.

5. A process that synthesizes the traditional educational tracks (academic, vocational, and general) into one education.

6. A means by which any educational system can more adequately deliver a comprehensive educational program that will meet the needs of all students through the identification of educational goals and objectives, and the development of delivery systems that utilize relevant learning activities based on the life roles of man.

7. A device or approach to "vocationalize" what has become to be known and valued as "general" or "academic" or "liberal" education.

8. A basic and pervasive approach to all education, but it in no way conflicts with other legitimate education objectives such as citizenship, culture, family responsibility, and basic education.

9. The total effort of public education and the community aimed at helping all individuals to become familiar with the values of a work-oriented society to integrate these values in their personal value systems, and to implement these values in their lives in such a way that work becomes possible, meaningful, and satisfying to each individual.

10. The total effort of the community to develop a personally satisfying succession of opportunities for service through work, paid or unpaid, extending throughout life.

11. Education for life roles.

12. The development of the skills and knowledges through which individuals may fulfill their own unique needs with regard to their occupational role, social responsibility, leisure activities, and personal development.

13. Good education.

## PART E

## ASSESSING STUDENT EXIT COMPETENCIES

The purpose of this part of the module is to provide participants with an opportunity to assess the degree to which their local district is meeting the needs of students as they leave the school system. Worksheet 5 lists twenty-six student exit competencies from a variety of academic and nonacademic achievement areas which will provide the basis for this assessment. Individuals should rate the general performance of their school district on each of the exit competencies by checking the appropriate degree of adequacy of achievement. After completing this individually, small groups should be formed to attempt to reach consensus. This group discussion should provide a variety of perceptions about the schools and should provide a common base for developing and relating career education materials which will meet student needs. It is generally most beneficial to establish non-homogeneous groupings for this activity.

| LEARNER ACTIVITIES | LEARNER RESOURCES |
|---|---|
| 1. Individually complete Worksheet 5. | 1. Worksheet 5 "Student Exit Competencies". |
| 2. In small groups share individual results and seek group consensus. | 2. Individual results from Worksheet 5. |
| 3. Participate in large group discussion of small group results. | |
| 4. Summarize the activity<br>- in what major areas was there disagreement and why?<br>- did individuals perceive differently because of their position in the school system?<br>- in what general areas is your system doing more than adequate or less than adequate? | |

## WORKSHEET 5

| | The degree to which students leaving our school system have these competencies. | | |
|---|---|---|---|
| STUDENT EXIT COMPETENCIES | MORE THAN ADEQUATE | ADEQUATE | LESS THAN ADEQUATE |
| 1. Given an area of individual need, the student will a) identify means of fulfilling that need, and b) identify the implications of that process on others, including family members. | | | |
| 2. Given information about a variety of consumer goods and services, the student will identify an appropriate consumer choice based on a) the information b) personal needs and c) family needs. | | | |
| 3. Given various information, both correct and incorrect, concerning credit cards, procedures for establishing credit, and savings accounts, the student will distinguish between the correct and incorrect information. | | | |
| 4. Given a variety of conflict situations involving parents and children, the student will identify a) the possible reasons and/or sources of the conflict b) possible ways of resolving the conflict and c) possible outcomes of the various proposed solutions. | | | |
| 5. Given the opportunity to identify his perceived strengths, including intellectual-academic, physical and emotional-social strengths, the student will identify and discuss possible ways of best using these strengths, especially in terms of life goals. | | | |
| 6. Given a dictionary, the learner will locate a specified word and state its meaning. | | | |
| 7. Given the opportunity to enter an occupational area within the student's interests, the student will possess the job skills necessary to continue employment. | | | |
| 8. Given a payroll check with deductions the learner will be able to estimate the reasonableness of the deductions | | | |
| 9. Given a situation, either simulated or real, involving a conflict of values, particularly within a family, the student will a) identify the values that are in conflict, and b) identify and evaluate means of resolving those conflicts. | | | |

The degree to which students leaving our school system have these competencies.

| STUDENT EXIT COMPETENCIES | MORE THAN ADEQUATE | ADEQUATE | LESS THAN ADEQUATE |
|---|---|---|---|
| 10. Given the opportunity to do so, the student will identify sources of information regarding career opportunities and counseling. | | | |
| 11. Given a family life style or values system, the student will relate that life style or values system to his own values. | | | |
| 12. Given the opportunity to do so, the student will write a letter of inquiry concerning employment. | | | |
| 13. Given an opportunity to state a career choice, the student will state whether or not he is prepared for entry. | | | |
| 14. Given a job ad, placement bulletin, or advertisement of vacancy, the student will locate a potential source of employment. | | | |
| 15. Given the opportunity to do so, the student will a) identify a variety of family structures ranging from the individual to the extended or communal family, and b) relate those structures to his own value system. | | | |
| 16. Given a job-related problem, the learner will a) arrive at systematic solutions, and b) state the consequences of each solution. | | | |
| 17. Given an opportunity to enter an occupational area, the student will demonstrate essential work attitudes. | | | |
| 18. Given a situation, either simulated or real, in which protests and/or complaints might be registered, the student will identify possible means of making such protests and/or complaints and project likely outcomes. | | | |
| 19. Given a description of a particular job situation, the student will identify the channels of communication in the employment structure, particularly a) grievance procedures b) procedures for making recommendations for change and c) arrangements for handling personal problems. | | | |
| 20. Given a personal interview, the learner will be able to communicate effectively. | | | |

The degree to which students leaving ou
school system have these competencies.

| STUDENT EXIT COMPETENCIES | MORE THAN ADEQUATE | ADEQUATE | LESS THAN ADEQUATE |
|---|---|---|---|
| 21. Given a career choice, the student will identify the relationship between the choice and his or her life style. | | | |
| 22. Given a variety of contracts and legal agreements, the student will identify appropriate interpretations of those contracts and agreements. | | | |
| 23. Given a family situation in which a decision must be made, the student will a) identify various means of reaching decisions, b) will identify the values that seem to underlie those decision-making processes, and c) identify consequences of the various alternatives. | | | |
| 24. Given a particular area, the learner will list alternative jobs within that career area. | | | |
| 25. Given the opportunity to do so, the student will a) identify areas of desired personal growth within his own life b) identify means, both formal and informal, for effecting that growth, and c) will project that growth on a life-long basis. | | | |
| 26. Given various kinds of post-secondary educational plans, including plans involving two-year colleges, four-year colleges, post-graduate courses of study, trade schools, and so on; the student will identify the financial implications of a plan of his choice. | | | |

# PART F

## COMPONENTS OF CAREER DEVELOPMENT AND CAREER PREPARATION

The purpose of this part of the module is to familiarize the participants with the components of career development and to categorize a set of student exit competencies according to the components of career development and career preparation. Worksheet 6 will facilitate the categorization process. Each exit competency should be examined for possible inclusion in one to six of the categories suggested.

| LEARNER ACTIVITIES | LEARNER RESOURCES |
|---|---|
| 1. Introduce the whole group to A Reference Guide, Career Development Goals and Performance Indicators. Focus on pages 1 through 7 only. | 1. A Reference Guide, Career Development Goals and Performance Indicators. Pages 1 through 7 only. |
| 2. Small group discussion of Worksheet 6. | 2. Worksheet 6 |
| 3. Initiate large groups discussion of Worksheet 6. | 3. Recorded small group discussions (Worksheet 6) |
| 4. Summarize<br>- are there exit competencies which involve both career preparation and career development?<br>- was there agreement among group members in the categorizations? | |

WORKSHEET 6

Directions: Using A Reference Guide, Career Development Goals and Performance Indicators and your knowledge of the components of career preparation (academic, vocational, technical) categorize the following student exit competencies according to one or more of the components of career development and/or career preparation by checking one or more columns to the left or right of the statement.

| CAREER DEVELOPMENT | | | | | CAREER PREPARATION | |
|---|---|---|---|---|---|---|
| Self Awareness and Assessment | Career Awareness and Exploration | Career Decision-Making | Career Planning and Placement | STUDENT EXIT COMPETENCIES | Academic Education | Vocational-Technical Education |
| | | | | 1. Given an area of individual need, the student will a) identify means of fulfilling that need, and b) identify the implications of that process on others, including family members. | | |
| | | | | 2. Given information about a variety of consumer goods and services, the student will identify an appropriate consumer choice based on a) the information, b) personal needs and c) family needs. | | |
| | | | | 3. Given various information, both correct and incorrect, concerning credit cards, procedures for establishing credit, and savings accounts, the student will distinguish between correct and incorrect information. | | |
| | | | | 4. Given a variety of conflict situations involving parents and children, the student will identify a) the possible reasons and/or sources of the conflict, b) possible ways of resolving the conflict and c) possible outcomes of the various proposed solutions. | | |
| | | | | 5. Given the opportunity to identify his perceived strengths, including intellectual-academic, physical and emotional-social strengths, the student will identify and discuss possible ways of best using these strengths, especially in terms of life goals. | | |
| | | | | | | |

| CAREER DEVELOPMENT | | | | STUDENT EXIT COMPETENCIES | CAREER PREPARATION | |
|---|---|---|---|---|---|---|
| Self Awareness and Assessment | Career Awareness and Exploration | Career Decision-Making | Career Planning and Placement | | Academic Education | Vocational-Technical Education |
| | | | | 6. Given a dictionary, the learner will locate a specified word and state its meaning. | | |
| | | | | 7. Given the opportunity to enter an occupational area within the student's interests, the student will possess the job skills necessary to continue employment. | | |
| | | | | 8. Given a payroll check with deductions, the learner will be able to estimate the reasonableness of the deductions. | | |
| | | | | 9. Given a situation, either simulated or real, involving a conflict of values, particularly within a family, the student will a) identify the values that are in conflict, and b) identify and evaluate means of resolving those conflicts. | | |
| | | | | 10. Given the opportunity to do so, the student will identify sources of information regarding career opportunities and counseling. | | |
| | | | | 11. Given a family life style or values system, the student will relate that life style or values system to his own values. | | |
| | | | | 12. Given the opportunity to do so, the student will write a letter of inquiry concerning employment. | | |
| | | | | 13. Given an opportunity to state a career choice, the student will state whether or not he is prepared for entry. | | |
| | | | | | | |

| CAREER DEVELOPMENT |  |  |  |  | CAREER PREPARATION |  |
|---|---|---|---|---|---|---|
| Self Awareness and Assessment | Career Awareness and Exploration | Career Decision-Making | Career Planning and Placement | STUDENT EXIT COMPETENCIES | Academic Education | Vocational-Technical Education |
|  |  |  |  | 14. Given a job ad, placement bulletin, or advertisement of a vacancy, the student will locate a potential source of employment. |  |  |
|  |  |  |  | 15. Given the opportunity to do so, the student will a) identify a variety of family structures ranging from the individual to the extended or communal family and b) relate those structures to his own value system. |  |  |
|  |  |  |  | 16. Given a job related problem, the learner will a) arrive at systematic solutions, and b) state the consequences of each solution. |  |  |
|  |  |  |  | 17. Given an opportunity to enter an occupational area, the student will demonstrate essential work attitudes. |  |  |
|  |  |  |  | 18. Given a situation, either simulated or real, in which protests and/or complaints might be registered, the student will identify possible means of making such protests and/or complaints and project likely outcomes. |  |  |
|  |  |  |  | 19. Given a description of a particular job situation, the student will identify the channels of communication in the employment structure, particularly a) grievance procedures, b) procedures for making recommendations for change, and c) arrangements for handling personal problems. |  |  |
|  |  |  |  | 20. Given a personal interview, the learner will be able to communicate effectively. |  |  |
|  |  |  |  |  |  |  |

| CAREER DEVELOPMENT | | | | | CAREER PREPARATION | |
|---|---|---|---|---|---|---|
| Self Awareness and Assessment | Career Awareness and Exploration | Career Decision-Making | Career Planning and Placement | STUDENT EXIT COMPETENCIES | Academic Education | Vocational-Technical Education |
| | | | | 21. Given a career choice, the student will identify the relationship between the choice and his or her life style. | | |
| | | | | 22. Given a variety of contracts and legal agreements, the student will identify appropriate interpretations of those contracts and agreements. | | |
| | | | | 23. Given a family situation in which a decision must be made, the student will a) identify various means of reaching decisions, b) will identify the values that seem to underlie those decision-making processes, and c) identify consequences of the various alternatives. | | |
| | | | | 24. Given a particular area, the learner will list alternative jobs within that career area. | | |
| | | | | 25. Given the opportunity to do so, the student will a) identify areas of desired personal growth within his own life, b) identify means, both formal and informal, for effecting that growth, and c) will project that gorwth on a life-long basis. | | |
| | | | | 26. Given various kinds of post-secondary educational plans, including plans involving two-year colleges, four-year colleges, post-graduate courses of study, trade schools, and so on, the student will identify the financial implications of a plan of his choice. | | |
| | | | | | | |

# PART G

## GENERATING IDEAS FOR CAREER DEVELOPMENT GOAL ATTAINMENT

This part of the module is designed to provide the participants with an introduction to the sub goals and performance indicators in Career Development. The activities included should provide the participants with an overview of the four components of Career Development and provide the basis for easier entry into the following unit.

In discussing A Reference Guide, Career Development Goals and Performance Indicators, special consideration should be given to the organization of the book and to the fact that it is not meant to be an all inclusive set of performance indicators. The large number of sub goals and performance indicators to be assimilated by the participants may be overwhelming to some of them. It is important that the workshop implementor provide adequate time for the participants to read through the material in the book. If it is convenient and appropriate in the workshop schedule, the participants may want to take the books home overnight or from one session to the next to have a chance to pursue the material on their own time.

| LEARNER ACTIVITIES | LEARNER RESOURCES |
|---|---|
| 1. Large group introduction overview and general discussion of the remainder of A Reference Guide, Career Development Goals and Performance Indicators pages 8 through 67. | 1. A Reference Guide, Career Development Goals and Performance Indicators pages 8 through 67. |
| 2. Divide into small groups. Each group select one component in which they are interested--then select one sub goal under that component. Generate as many student activities as possible for the various grade levels that would help a student develop the stated sub goal. | 2. A Reference Guide, Career Development Goals and Performance Indicators. Newsprint, markers and tape for posting small group results. |
| 3. Large group discussion--sharing of small group results. | |

# UNIT III: STRATEGIES

## MODULES

THE INFUSION PROCESS

A. THE INFUSION HANDBOOK FOR TEACHERS

B. THE INFUSION HANDBOOK FOR COUNSELORS

## UNIT TABLE OF CONTENTS

**MODULES**

- The Infusion Process
  - Special Instructions
  - Workshop Format
  - Curriculum Worksheet
  - Career Guidance Planning Sheet
  - Worksheet Guide
- Infusion Handbook for Counselors
- Infusion Handbook for Teachers

# MODULE PLAN

## MODULE: THE INFUSION PROCESS

Objectives:

The workshop participant will:

A. Describe the infusion approach to developing Career Education curriculum.

B. Use the infusion process to plan Career Education activities to become a part of his or her instruction or guidance program.

C. Use available resources to plan and deliver instruction and guidance activities.

## SPECIAL INSTRUCTIONS TO WORKSHOP IMPLEMENTOR

This unit is the core of the workshop package. At this point counselors and teachers form separate groups in order to complete the modules.

- Infusion Handbook for Teachers
- Infusion Handbook for Counselors

At certain points throughout this module, the facilitator may wish to bring the groups together for sharing and clarification. The facilitator should encourage counselors to complete several career guidance sheets; and likewise for teachers to complete as many curriculum worksheets as possible within the time frame of the workshop. If a counselor and teacher ask to work together to develop a plan they should be encouraged to do so.

This module is somewhat complex and experience has shown that appropriate resources can help facilitate the participant's progress. It is suggested that resource stations be established in a specified location(s) in the workshop facility. Each of the stations should be introduced to the participants so that they may automatically go to the appropriate station when they need the given kind of resource or help.

Examples of such stations are:

1. Performance objectives: minimal performance objectives from Michigan Department of Education, resources

for writing performance objectives, career development goals and performance indicators from Michigan Department of Education, locally developed performance objectives.

2. Media or resource catalogues, kits, and materials for developing transparencies, etc.

3. Presently used textbooks, lesson plans, curriculum guides, etc.

4. Library or resource center (if it is close to the workshop facility.)

The last activity of this unit is for each participant to look at the curriculum worksheets or career guidance planning sheets developed and choose their best one. After the selection is made participants are to proceed to the next unit. Depending on how many days are available for working on the infusion worksheets, the facilitator should break up long work periods with other types of activities, such as:

1. Resource presentations, i.e., the film Choice Not Chance (available from MDE, 373-3370.)

2. Technique presentations, i.e., a decision making process.

3. Sharing of completed Curriculum Worksheets or Career Guidance Planning Sheets.

| Learner Activities | Learner Resources |
|---|---|
| Receive introduction<br>View slide/tape program | Infusion Handbooks for Teachers and Counselors<br>Slide/tape: The Infusion Process |
| Review the Infusion handbooks<br>Introduce Resource Stations and Resource Persons.<br>Allow for questions | Facilitator |
| Begin working through the process (according to steps outlined in handbook). | Resource persons (appropriate for subject and grade level of participants). |
| Complete several Curriculum Worksheets or Career Guidance Planning Sheets for future use. | -Reference Guide: Career Development and Performance Indicators<br>-Sample curriculum worksheets and planning sheets<br>-Career Education Idea Books<br>-Resource persons |
| Select the best Curriculum Worksheet or Career Guidance Planning Sheet | A Guide for Completing Career Education Worksheets |

| Leader Activities | Leader Resources |
|---|---|
| Introduce Module | Infusion Handbooks for Teachers and Counselors<br>A Guide for Completing Career Education Worksheets |
| Show slide/tape | Slide/tape<br>Projector<br>Recorder |
| Conduct Question/Answer period<br>Introduce resource persons and resource stations | Resource persons and stations |

CONTINUED ON THE NEXT PAGE

| Leader Activities | Leader Resources |
|---|---|
| Introduce infusion resources | Reference Guide: Career Development Goals and Performance Indicators<br>Career Education Idea Books<br>Resource guide |
| Initiate work session<br>Lend help where necessary<br>Promote use of resources | Resource Stations, Resource persons |
| Help participants evaluate worksheets and select a best one | A Guide for Completing Career Education Worksheets |

# CAREER GUIDANCE PLANNING SHEET

**GOAL STATEMENT**

MICHIGAN
CAREER
EDUCATION

## CAREER DEVELOPMENT LEARNER OUTCOME(S)

## IMPLEMENTATION SCHEDULE

**BY?**

**FOR?**

**WHEN?**

| IMPLEMENTATION STEPS | RESOURCES |
|---|---|

| PREPARATION | FOLLOW-UP |
|---|---|
| | |

**EVALUATION**

# CURRICULUM WORKSHEET

**LESSON/UNIT:**

**GRADE GROUP:** **SUBJECT:**

**NOTES**

MICHIGAN
CAREER
EDUCATION

## CAREER DEVELOPMENT LEARNER OUTCOMES

## SUBJECT MATTER LEARNER OUTCOMES

| LEARNER ACTIVITIES | LEARNER RESOURCES |
|---|---|
| | |

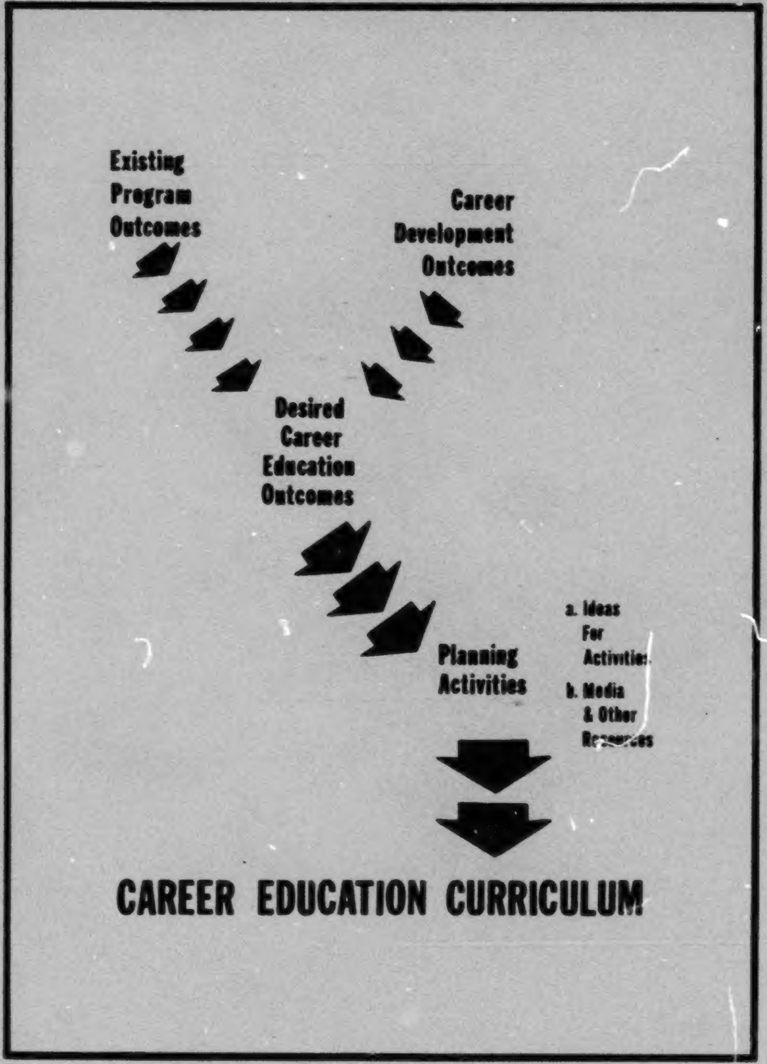
REPRODUCTION GRAPHICS

| TEACHER ACTIVITIES | SUPPORT SERVICES |
|---|---|
| | |

**EVALUATION**

| PRE-TEST | POST-TEST |
|---|---|
| | |

# INFUSION HANDBOOK FOR COUNSELORS


Existing Program Outcomes
Career Development Outcomes
Desired Career Education Outcomes
Planning Activities
a. Ideas For Activities
b. Media & Other Resources
CAREER EDUCATION CURRICULUM

NOTE TO PARTICIPANT:

This handbook is part of a workshop package developed by the Michigan Department of Education to be completed by counselors working either independently, or as a group.

The Infusion Handbook for Counselors has a counterpart - The Infusion Handbook for Teachers. Both are the middle of a series of modules in the Career Education Workshop Package.

Up to this point in the workshop, all participants - counselors, teachers, administrators, etc. - have been working together. Counselors and teachers are separated at this time only for the purpose of becoming familiar with the infusion process in terms of their own specific content.

After counselors have become comfortable using the Career Guidance Planning Sheet and teachers are comfortable using the Curriculum Worksheet, it is recommended that a teacher and counselor combine their efforts in completing either a Planning Sheet or Worksheet which they can later implement together.

If time permits, a counselor and teacher may complete the optional module contained in this workshop package called: Expanding the Cooperative Efforts Between Teachers and Counselors. This module takes participants through the infusion process as a team. Together, participants develop and plan the implementation of three infused lesson plans.

This handbook may also be used as a self instructional module if you are not part of a formal career education workshop. It does mean that you should become familiar with some prerequisite information and terms before you continue with the material in this handbook. Thus it is suggested that you take the following steps before continuing:

1. Procure from your local Career Education Coordinator or CEPD Coordinator the following materials:

    A. A Reference Guide: Career Development Goals and Performance Indicators*

    B. Career Guidance Planning Sheets*

    C. Career Education Ideas for Activities for Counselors*

    D. Career Education Resource Guide*

2. Read the introductory material of documents 1. A, B, and C such that you are familiar with their purpose and use.

3. Continue with the remainder of this Infusion Handbook for Counselors.

*Published by Michigan Department of Education, Box 420, Lansing, Michigan, 48902.

This Infusion Handbook for Counselors has five objectives.

Objective 1: To increase counselors understanding of the infusion process.

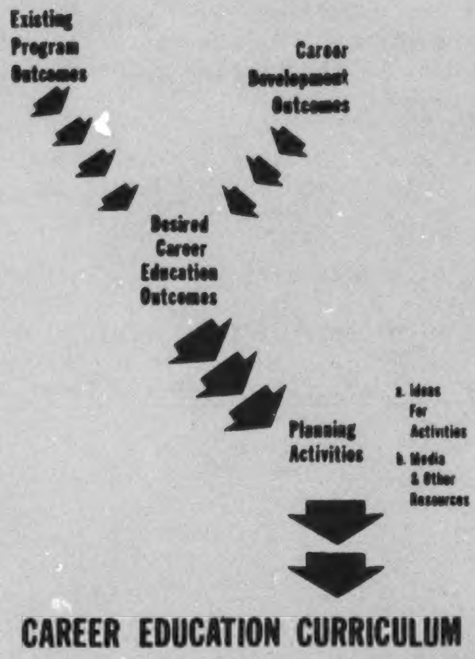
Objective 2: To provide counselors with one possible system for stating goals and identifying learner outcomes.

Objective 3: To introduce counselors to one possible format (worksheet) for organizing the implementation of learner outcomes.

Objective 4: To walk counselors through the Career Guidance Planning Sheet, which is one technique for applying the infusion process.

Objective 5: To provide counselors and teachers an opportunity to combine efforts in developing curriculum.

OBJECTIVE 1


Existing Program Outcomes
Career Development Outcomes
Desired Career Education Outcomes
Planning Activities
a. Ideas For Activities
b. Media & Other Resources
CAREER EDUCATION CURRICULUM

Infusion is a process whereby educators integrate career development student outcomes into their existing curriculum. Teachers work primarily with career preparation (academic and vocational/technical curriculum); the goal of career education is to integrate career development concepts (self awareness and assessment, career awareness and exploration, career decision making, and career planning and placement) into that career preparation curriculum.

Counselors already deal primarily with career development goals and objectives; their challenge will be to systematically plan and implement career development activities which meet the needs of all students. This will require close coordination and articulation with the instructional staff.

The statement above contains two very important assumptions.

1. One is that the counselor has a role description which supports his or her involvement in the career education program and provides counselors with the time to develop integrated curriculum with teachers.

2. The other is that the counselor has the flexibility and freedom to schedule both one-to-one and small and large group counseling.

The counselor's role definition and schedule will not be discussed within the contents of this module, but Appendix A contains Career Guidance: A Rationale which may be read and discussed at this point.

## OBJECTIVE 2

### PREPARING FOR THE INFUSION PROCESS

A preliminary step to applying the infusion process is identifying what you will infuse. This is determined by your goals for the guidance program.

You may utilize either:

1. A locally developed set of career guidance goals and objectives (learner outcomes). Ideally, this set is developed as a result of a locally planned and implemented goal setting process.* The goals derived from such a process are total school goals. Teachers, counselors, and administrators working together, discuss these goals and determine which goals each will be responsible for achieving. The goals the counselors choose will be the goals for the Career Guidance Program. On the basis of the career guidance goals, counselors will state performance objectives. If you have a stated set of career guidance goals and objectives, proceed to Objective 3.

2. If not, you may utilize a Reference Guide: Career Development Goals and Performance Indicators,** to complete:

   STATING GOALS FOR THE CAREER GUIDANCE PROGRAM

   IDENTIFYING LEARNER OUTCOMES

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*"Goal Setting," Resource Section of The Handbook for Implementation, Michigan Career Education, are both obtainable from your local Career Education Coordinator or your CEPD Coordinator.

**The Reference Guide: Career Development Goals and Performance Indicators, Second Edition.

## STATING GOALS FOR THE CAREER GUIDANCE PROGRAM

The following example will utilize A Reference Guide: Career Development Goals and Performance Indicators.

AT THIS POINT, GET A COPY OF THE REFERENCE GUIDE. IF YOU HAVE NOT DONE SO, BECOME FAMILIAR WITH THE FIRST ELEVEN PAGES OF THE DOCUMENT.

You are familiar with the document and ready to go on when you can answer the following questions:*

(1) What is career education according to the Michigan model (Figure 1)?

(2) What is career development according to Figure 1?

(3) What is contained in self awareness and assessment?

(4) What is contained in career awareness and exploration?

(5) What is contained in career decision making?

(6) What is contained in career planning and placement?

You will now take these four broad areas of career development and restate them in terms of goals for your guidance program (remember, if you already have a set of goals, you may utilize those goals at this time).

A goal, as defined by Webster, is "the end toward which effort is directed."

Following are examples of what your goal statements may look like:

SELF AWARENESS

It is a goal for my/our guidance program to increase student's understanding of themselves and others.

---

*For the answers, see Appendix B, page III-53 of this module.

### CAREER AWARENESS

It is a goal for my/our guidance program to increase student's understanding of and opportunity to explore educational, leisure, family, occupational, citizen role alternatives, and their interrelatedness.

### CAREER DECISION MAKING

It is a goal for my/our guidance program to increase student's ability to select appropriate alternatives and opportunities to try those alternatives.

### CAREER PLANNING AND PLACEMENT

It is a goal for my/our guidance program to increase student's participation in planning for their future and provide skills necessary to implement and monitor Career plans.

AT THIS POINT, YOU HAVE AN EXEMPLARY SET OF GOALS FOR YOUR GUIDANCE PROGRAM. ADD OTHERS IF NECESSARY.

## IDENTIFYING LEARNER OUTCOMES

In order to make a set of goals operational, you must think of the goals in terms of learner outcomes:

> How would a student perform or what behavior would indicate to you and others that the student is achieving or has achieved the goal.

These learner outcomes will eventually form the basis for the activities you will implement in your guidance program to achieve your goals.

AGAIN, TAKE THE REFERENCE GUIDE AND FAMILIARIZE YOURSELF WITH THE PERFORMANCE INDICATOR (LEARNER OUTCOME) SECTION. (pages 13 to 54).

You are familiar with this section and ready to go on when you can answer the following questions:*

(1) What is a performance indicator?

(2) How is it different from a performance objective?

(3) Does a K-3 performance indicator only pertain to a K-3 student?

(4) Can a tenth grade teacher utilize a 4-6 performance indicator?

(5) What are the four sections under which performance indicators are organized?

Now, taking your first broad goal statement, you are ready to identify learner outcomes. In the example:

SELF AWARENESS

It is a goal for my/our guidance program to increase student's understanding of themselves and others.

For this example, you will turn to the Self Awareness and Assessment performance indicators. Read through each performance indicator on each page of the Self Awareness section (remember, you may choose an indicator to work with from any level, K-3, 4-6, 7-9, 10-Adult, depending on the present level of students' performance.)

Use the following criteria for choosing a performance indicator:

(1) Does it apply to your identified goal statement?

(2) Does it reflect where your student(s) are developmentally?

(3) Does it pertain to something you, as a counselor, are interested in and something your students are interested in?

(4) It is appropriate, while looking at the possible performance indicators, to consider possible settings and/or activities you may utilize to implement the indicator:

For example: "This would work in my individual counseling with Johnny" or "this might work with Ms. Cook's English class," etc.

Considering possible settings may help you choose some indicators and eliminate others.

*For the answers, see Appendix C, page III-55 of this module.

(5) Does it appear to be "achievable" by your student(s) or would it be better if stated differently? (When necessary, rewrite any performance indicator to make it "workable" for you.)

FOR THE PURPOSES OF THIS MODULE, IDENTIFY FIVE PERFORMANCE INDICATORS FROM THE SELF AWARENESS AND ASSESSMENT SECTION (THE NUMBER MAY GO UP OR DOWN DEPENDING ON YOUR NEEDS AND EXPECTATIONS.)

After choosing (five) performance indicators from the Self Awareness section, utilize the same criteria to select:

-five performance indicators from the Career Awareness and Exploration section

-five performance indicators from the Career Decision Making section

-five performance indicators from the Career Planning and Placement section

(Again, the number chosen may be adjusted to meet your needs and expectations depending on the present performance level of your students.

YOU HAVE IDENTIFIED GOALS FOR YOUR GUIDANCE PROGRAM AND HAVE STATED LEARNER OUTCOMES FOR EACH GOAL. THEREFORE YOU ARE READY TO LOOK AT ONE FORMAT WHICH ORGANIZES THE IMPLEMENTATION OF LEARNER OUTCOMES.

## OBJECTIVE 3

The Career Guidance Planning Sheet offers a worksheet format for taking one or more of your identified learner outcomes and organizing that outcome in terms of:

- An Implementation Schedule
- Implementation Steps
- Resources both human and material
- Preparation for activity (ies)
- Follow-up for activity (ies)
- Evaluation for activity (ies) (Pre-test, Post-test)

Another application for the Career Guidance Planning Sheet is getting others involved in career guidance activities. The format of the Planning Sheet facilitates a team of persons (teachers, counselors, employers, community persons, parents, administrators, and/or students, etc.) cooperatively working to develop and/or implement the plan.

A Career Guidance Planning Sheet provides a usable format for a variety of settings, such as:

- Individual Counseling: To increase Johnny's listening and appropriate responding behavior.
- Small Group Counseling: To help a group of boys identify appropriate playground behavior.
- Testing and Scheduling: To help Mary choose classes for next year based on test data interpretation, past performance, aspirations, present self and career awareness, etc.
- Large Group Counseling: Working with Ms. Cook to plan and implement activities which help her students understand how one uses his or her values in making decisions.
- Teacher Inservice: To help interested junior high teachers understand and implement value clarification activities in their classrooms.

AT THIS TIME, GO TO APPENDIX D OF THIS MODULE AND LOOK AT THE EXEMPLARY CAREER GUIDANCE PLANNING SHEETS.

## OBJECTIVE 4 AND 5

The Career Guidance Planning Sheet is one format that utilizes the infusion process. The Planning Sheet requires the user to state a goal and a learner outcome(s), devise the implementation steps (activities and resources) and evaluation technique to help the user determine the extent to which the stated outcomes have been achieved.

By completing and implementing the Planning Sheet, a counselor will have infused specific career development outcomes into his or her existing program.

Following are the steps to be utilized in completing a Career Guidance Planning Sheet:

Step 1: Gathering Materials

Step 2: Stating a Goal for the Planning Sheet

Step 3: Specifying Career Development Learner Outcomes

Step 4: Outlining an Implementation Schedule

Step 5: Specifying Implementation Steps and Resources

Step 6: Anticipating Preparation activities necessary for implementation

Step 7: Anticipating possible activities to be part of the Follow-up

Step 8: Stating Evaluation techniques which measure the extent to which the learner outcomes are achieved

Step 9: Following implementation of the Career Guidance Planning Sheet, modifications may be stated which improve the original plan

AT THIS POINT, YOU ARE READY TO COMPLETE A CAREER GUIDANCE PLANNING SHEET. (YOU MAY COMPLETE THIS INDEPENDENTLY OR AS PART OF A TEAM.)

## Step I: Gathering Materials

Gather and/or locate materials you will need to complete the Career Guidance Planning Sheet, such as:

(1) A worksheet (Career Guidance Planning Sheet)

(2) Your list of the goals for your guidance program

(3) Your set of career development learner outcomes or those developed from A Reference Guide: Goals and Performance Indicators.

Additional materials which will be helpful in completing your Career Guidance Planning Sheet are:

(1) Guidance materials that you have available which suggest activities, techniques, methods, etc.
Note: See Ideas for Counselors, if available.

(2) Local, Intermediate, or Regional Media Resource Catalogs or Guides.
Note: See Career Education Resource Guide, if available.

(3) Materials which help you develop and understand how to utilize performance objectives.
Note: See A Self Instructional Module on Writing Performance Objectives, if available.

(4) A listing of various community resources (businesses, industries, parents and services).

AFTER YOU HAVE GATHERED THESE MATERIALS, YOU ARE READY TO BEGIN WORKING.

## Step II: Completing the GOAL STATEMENT Section

On the front page of the Planning Sheet, you must specify a goal for the plan. This goal statement is a statement of what it is you hope to accomplish by developing and implementing this particular Career Guidance Planning Sheet.

All goal statements should reflect or evolve from the four general guidance program goals you have specified, for example, a guidance program goal such as:

- To increase student's ability to select appropriate alternatives and opportunities to try those alternatives.

could lead to the development of several Career Guidance Planning Sheets. These more specific goal statements reflect the setting in which they will be implemented. For example:

(1) To help Paul (student in auto mechanics) make a decision about what he will do after graduation.

(2) To help interested junior high teachers understand the decision making process and introduce them to a decision making model.

---

GOAL STATEMENT

---

To develop and implement a planning sheet with Ms. Cook that helps her students understand how one uses his or her values in making decisions.*

---

IDENTIFY A GENERAL PROGRAM GOAL YOU WOULD LIKE TO WORK WITH AND WRITE A MORE SPECIFIC STATEMENT (IN THE GOAL STATEMENT SECTION) WHICH IDENTIFIES WHAT YOU HOPE TO ACCOMPLISH BY DEVELOPING AND IMPLEMENTING THIS CAREER GUIDANCE PLANNING SHEET. THIS SPECIFIC GOAL STATEMENT SHOULD REFLECT THE SETTING IN WHICH IT WILL BE IMPLEMENTED.

## Step III: Completing the CAREER DEVELOPMENT LEARNER OUTCOMES Section

Using your set of Career Development Learner Outcomes derived from A Reference Guide: Goals and Performance Indicators, identify those that reflect your selected goal area.

Example:

GOAL STATEMENT

To develop and implement a planning sheet with Ms. Cook that helps her students understand how one uses his or her values in making decisions.

*This particular goal statement will be used as the example throughout the rest of this handbook.

This goal statement suggests utilizing the learner outcomes from the Career Decision Making section of A Reference Guide.

Choose one or more performance indicators (learner outcomes) you would like to address in your planning sheet.

Example:

In examining the Career Decision Making performance indicators Ms. Cook and I choose Performance Indicator 10.2 (E) as our desired student outcome for this planning sheet. We modified the performance indicator somewhat to make it more specific.

---

CAREER DEVELOPMENT LEARNER OUTCOME(S)

---

10.2 (E) The individual will identify at least four personal values and will describe how these values relate to decision making.

---

IDENTIFY A CAREER DEVELOPMENT OUTCOME(S) THAT RELATE TO YOUR GOAL STATEMENT. WRITE THE SELECTED OUTCOME STATEMENT UNDER THE APPROPRIATE HEADING:
CAREER DEVELOPMENT LEARNER OUTCOME(S)

## Step IV: Completing the IMPLEMENTATION SCHEDULE Section

This section of the Career Guidance Planning Sheet answers the following questions:

BY? Who is responsible for developing and implementing the plan?

FOR? Who is the activity plan designed for?

WHEN? What is the timeline for developing the plan and implementing the plan?

Utilizing the example:

---

IMPLEMENTATION SCHEDULE

---

BY? Ms. Cook (English teacher) asked if I would work with her to develop and implement this plan.

FOR? Ms. Cooks students (24 students during 5th period)

WHEN? Plan will be developed by the end of November; Implemented once a week (Wednesday) for four weeks in December.

1st Session - December 1
2nd Session - December 8
3rd Session - December 15
4th Session - December 22

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IDENTIFY THE ANSWERS TO THE QUESTIONS: BY? FOR? AND WHEN? AND WRITE THESE ANSWERS UNDER THE APPROPRIATE HEADING: IMPLEMENTATION SCHEDULE.

## Step V: Completing the IMPLEMENTATION STEPS and RESOURCES Sections

As you identified the career development learner outcomes to be addressed by your plan, you were probably thinking of appropriate steps to take to help the student(s) achieve success in meeting the outcomes you selected and the resources you could utilize.

In this section, you must specify the steps you will take to implement the plan and the resources you will use.

To complete this section, you may want to utilize guidance manuals, techniques and method references, and resource guides to generate ideas for activities and resources.

Utilizing our example:

| IMPLEMENTATION STEPS | RESOURCES |
|---|---|
| 1. Develop Planning Sheet. | 1. See Ms. Cook during her planning period. |
| 2. Do pre-test. | 2. Use pre-test. |
| 3. Divide class into two groups to discuss "What is a value?" | 3. Ms. Cook and I: discussion leaders. See Deciding by Gelatt, Varenhorst, and Carey; p. 16 for definition. |
| 4. Students list 10 things he or she values; rank these things 1 to 10; discuss the rankings. | 4. See Deciding p. 16. |
| 5. Students interview two parents or adult friends to identify 10 things those adults value. Discuss how this list compares and contrasts with their own list. | 5. Ms. Cook and I: discussion<br>leaders<br>friends<br>parents |
| 6. Students complete the Coat of Arms by responding to the following questions:<br>a. Draw two things you do well.<br>b. Draw your psychological "home" or the place where you feel at home.<br>c. Draw your greatest success in life.<br>d. Draw the three people most influential in your life.<br>e. Draw what you would do with one year left to live.<br>f. Write the three words you would like others to say about you. | 6. See Deciding, p. 18 and use Coat of Arms. |
| 7. Divide class into two groups and discuss the Coat of Arms. | 7. Ms. Cook and I; discussion leaders. |
| 8. Students identify three decisions they made in the last week and discuss how their values affected these decisions. | Values Considered<br>8. Decision ☐<br>Decision ☐ |
| 9. Students identify the next large decision they face and identify which values will be influential. | 9. Discussion leaders - Ms. Cook and I. |
| 10. Do post-test. | 10. Use post-test. |

**IDENTIFY THE IMPLEMENTATION STEPS AND RESOURCES YOU WILL UTILIZE TO IMPLEMENT THIS PLAN AND WRITE THESE UNDER THE APPROPRIATE HEADINGS: IMPLEMENTATION STEPS AND RESOURCES.**

## Step VI: Completing the PREPARATION Section

Prior to, during and after implementing a Career Guidance Planning Sheet, there are many activities you want to be sure to do. This area of the plan is the place where you can identify those activities. Questions you might use to complete this section are:

(1) What contacts must be made?

(2) What resources must be ordered or obtained?

(3) Are there any items you need to purchase?

(4) Who do you need to check with to make the purchase?

(5) Are there any room reservations you must make?

(6) Do you need any special equipment?

(7) Are people from the community going to be involved? Who and When?

(8) Do you have to make arrangements for a field trip?

For our example, the preparation section may look like this:

| PREPARATION | FOLLOW-UP |
|---|---|
| Develop a plan with Ms. Cook<br>Develop Pre-test<br>Prepare student worksheets<br>Run off enough Coat of Arms worksheets<br>Divide the class into two groups by counting off<br>Prepare list of books on values available from the library<br>Develop Post-test (may be same as Pre-test)<br>Et cetera. . . | |

IDENTIFY ALL THE THINGS THAT YOU MUST REMEMBER TO DO BEFORE AND DURING THE IMPLEMENTATION OF YOUR PLAN, MAKE A LIST UNDER THE HEADING: PREPARATION.

## Step VII: Completing the FOLLOW-UP Section

After implementing the Career Guidance Planning Sheet, there may be some activities to be carried out as follow-up to the planning sheet. This is the section of the plan where you can identify those activities. Questions you might use to complete this section are:

(1) How can I gather feedback from those who helped implement this plan?

(2) How can I gather feedback from those involved with the implementation of this plan?

(3) Were there some students identified for further individual or group counseling?

(4) What plans can be made for sharing the evaluation outcomes with appropriate and/or interested persons?

(5) What modifications can be suggested which will improve this planning sheet?

For our example, the follow-up section may look like this:

| PREPARATION | FOLLOW-UP |
|---|---|
| | Check with Ms. Cook, get her impressions.<br>Meet with some of the students individually to get their impressions of the activities.<br>Perhaps begin a small group with students who would like more discussion of values.<br>Et cetera. . . |

IDENTIFY ALL THE THINGS YOU MUST DO AFTER IMPLEMENTATION IS COMPLETED AS A PART OF FOLLOW-UP. WRITE THESE ACTIVITIES UNDER THE HEADING: FOLLOW-UP.

## Step VIII: Completing the EVALUATION Section

Evaluation on this Career Guidance Planning Sheet falls last, but in actuality, you addressed the evaluation for this plan when you prepared the career development learner outcome(s). Now you will take your learner outcomes and specify precisely what student performance will indicate to you that your plan has been successful.

Evaluation is sometimes expressed as a pre-test. It is entirely possible that some of your students can demonstrate the knowledge or behavior that your Career Guidance Planning Sheet calls for. For this reason, you may want to consider means of assessing where your students are prior to implementing your plan. Develop an evaluation technique for each of your career development learner outcomes.

For sample techniques, please refer to Appendix E, "A Starter List of Potential Evaluation Strategies."

For our example, the following pre-test and post-test were specified:

### EVALUATION

| Pre-test: | Post-test: |
|---|---|
| 1. Write a definition for value. | 1. Write a definition for value. |
| 2. List 10 personal values. | 2. List 10 personal values. |
| 3. Identify one decision made within this past week and explain how a value(s) affected that decision. | 3. Identify one decision made within this past week and explain how a value(s) affected that decision. |

SPECIFY WHAT TECHNIQUES YOU WILL USE TO EVALUATE THIS ACTIVITY IN TERMS OF A PRE-TEST AND A POST-TEST. WRITE THESE PLANS UNDER THE HEADING: EVALUATION.

For a completed Career Guidance Planning Sheet utilizing the samples in this handbook, see the next page.

## A GUIDE FOR COMPLETING THE CAREER EDUCATION WORKSHEETS

### GOALS & OBJECTIVES:

1. Are the career development goals and objectives you have selected appropriate for your grade group? 1 2 3 4 5
2. Are your career preparation goals and objectives appropriate for your grade group? 1 2 3 4 5
3. Are your objectives stated clearly? 1 2 3 4 5
4. Are the number of objectives manageable in one lesson, unit, or plan? 1 2 3 4 5

### INSTRUCTIONAL PLANS:

1. Are your activities consistant with the objectives you have identified? 1 2 3 4 5
2. Are the activities designed so that all identified objectives are integrated within the lesson, unit, or plan? 1 2 3 4 5
3. Does the lesson, unit, or plan describe clearly what the learner will do and what you as the implementor will do? 1 2 3 4 5
4. Are the resources specifically identified? 1 2 3 4 5
5. Are resources outside the classroom identified? (Guidance, Community, etc.) 1 2 3 4 5

### EVALUATION:

1. Have you made provision for both Pre-Testing and Post-Testing? 1 2 3 4 5
2. Are the evaluation activities consistant with the objectives you have identified? 1 2 3 4 5
3. Will the evaluation results benefit the students and yourself in planning for additional instruction? 1 2 3 4 5
4. Would another implementor of your grade group be able to understand your plans sufficiently to implement the lesson, unit, or plan? 1 2 3 4 5
5. Are you satisfied with the lesson, unit, or plan you have developed? 1 2 3 4 5

# CAREER GUIDANCE PLANNING SHEET

## GOAL STATEMENT

To develop and implement a Planning Sheet with Ms. Cook that helps her students understand how one uses their values in making decisions.

EXAMPLE

MICHIGAN
CAREER
EDUCATION

## CAREER DEVELOPMENT LEARNER OUTCOME(S)

10.2 (E) The individual will identify at least four personal values and will descirbe how these values relate to decision making.

## IMPLEMENTATION SCHEDULE

**BY?** Ms. Cook (English teacher) asked if I would work with her to develop and implement this plan.

**FOR?** Ms. Cook's students (24 students during her 5th period English).

**WHEN?** Plan will be developed by end of November; Implemented once a week (Wednesday) for four weeks in December

1st Session - December 1
2nd Session - December 8
3rd Session - December 15
4th Session - December 22

## IMPLEMENTATION STEPS

1. Arrange to visit John's class.
2. Keep record of John's behaviors: listening, responding and initiating.
3. Set up schedule of personal contacts with John.
4. Arrange to visit a 4th grade class of John's choice.
5. Discuss with John the following behaviors: listening, responding, initiating.
6. Have him observe these behaviors in the 4th grade class and keep a chart on one of the students.
7. Discuss the chart with John and reasons these behaviors are important.
8. Have John keep a chart of his behavior during a class and discuss why it is important to: listen, respond, and initiate.

## RESOURCES

1. See John's teacher.
2. Chart such as:

   Taken: September 20: 5 minute interval

| | |
|---|---|
| Listens | 𝍸 |
| Responds | \|\| |
| Initiates | |

3. See John and teacher.
4. See that teacher.
5.

| | |
|---|---|
| Listening | 𝍸 \|\|\| |
| Responding | \|\|\|\| |
| Initiating | \|\| |

## PREPARATION

Arrange schedule with John and his teacher.

Arrange with 4th grade teacher a time to observe.

## FOLLOW-UP

Follow up meeting with teacher and John.

Plan with John any next steps he would find helpful.

## EVALUATION

Pre-test

Frequency record kept by counselor before beginning individual sessions;

listening:
responding:
initiating:

Post-test

Frequency record kept by counselor following individual sessions.

Have John identify (2) reasons it is important to listen, respond, and initiate.

# CAREER GUIDANCE PLANNING SHEET

**GOAL STATEMENT**

MICHIGAN
CAREER
EDUCATION

## CAREER DEVELOPMENT LEARNER OUTCOME(S)

## IMPLEMENTATION SCHEDULE

**BY?**

**FOR?**

**WHEN?**

| IMPLEMENTATION STEPS | RESOURCES |
|---|---|

| PREPARATION | FOLLOW-UP |
|---|---|

| EVALUATION |
|---|

## Step IX: Modifications

Another consideration in evaluation is determining if there are modifications necessary which would improve the plan.

Possible questions to consider are:

(1) Are there any suggestions which would make it easier for you or someone else to implement this plan at another time?

(2) How well did the learner's behavior match up with the performance being sought?

(3) Are the outcomes appropriate for the individual or group you are trying to reach?

(4) Did the activities enable students to achieve the desired outcomes?

(5) How well were the activities conducted?

(6) Were the steps for implementation complete?

(7) Did the student(s) enjoy this plan?

AFTER IMPLEMENTING THIS PLAN, CONSIDER THESE QUESTIONS, AND IF APPROPRIATE WRITE YOUR COMMENTS AND SUGGESTIONS FOR IMPROVEMENT ON THE FRONT OF THE PLAN UNDER YOUR GOAL STATEMENT.

Nine steps have been outlined to facilitate curriculum development for counselors.

Much of the remaining workshop time will be devoted to your completing at least two or three Planning Sheets. After you have completed them, please select the best one and spend about an hour or so refining it.

Feedback on this process would be appreciated and would help us in our Career Guidance efforts. Please call or send comments to:

Connee Peters, Consultant
Career Development Unit
Michigan Department of Education
Box 420
Lansing, Michigan 48902
(517) 373-3370

# APPENDIX A

## DEVELOPING A RATIONALE FOR CAREER GUIDANCE

All societies owe their survival to an ability to adapt to change. The career education concept focuses on assisting our society in the task of helping its members fill useful positions within its framework.

### STUDENTS LACK ADEQUATE PREPARATION

There has been perhaps a failure in recent times for the existent educational framework to adequately meet the needs of the society. A critical look at recent trends shows us that too many persons are leaving our educational systems deficient in the skills necessary to gain a productive place within society. Students report that they often fail to see a meaningful relationship between curriculum and the roles they will be filling in society.[1]

Far from being unaware of this phenomenon, an overwhelming number of junior and high school students realize they are not properly prepared to take a productive, self-controlled place within society. One survey found 78 percent of the students in the 8th and 11th grades wanting more help in "making career plans."[2] If at this level, students already are aware that their preparation is inadequate, this could be a fair indicator of why they often fail to learn.

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[1] "An Introduction to Career Education: A USOE Policy Paper" 1973.

[2] "A Nationwide Study of Student Career Development," American College Testing Porgram, Iowa City, Iowa, 1973.

Relevency, though an overworked term in education, is the key to an educational system meeting the demands of a society within which it functions.

The importance of colleges in preparing students for roles within society is diminishing rapidly. In spite of the fact that 44 percent of high school students are enrolled in college prep courses, only 25 percent will graduate from college, and only 17 percent of the jobs available will require a four-year degree.[3]

By pursuing an integrated approach to delivering career development skills and knowledge within the existing curriculum framework career education prepares students for places within society.

## CAREER EDUCATION DEFINED

Career education is defined as the delivering of skills to all students which will provide them with the ability to explore, understand and perform in their life roles while learning, working and living.[4]

As a major force for change in the field of education, the career education movement is an exciting challenge for it means that schools have considerable freedom to develop career education programs. In Michigan, career education is visualized as the combination of two content areas - Career Development and Career Preparation.

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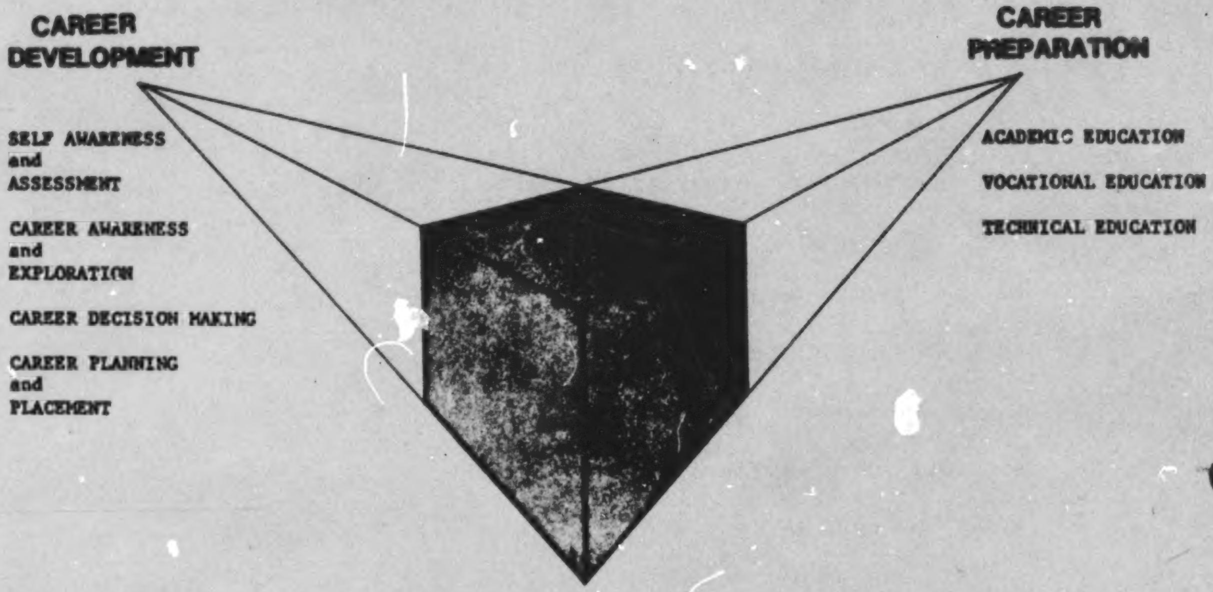
[3] Statistics from United States Department of Education and United States Department of Labor.

[4] Career Education Concept Paper, the Michigan Career Education Advisory Commission, October, 1974.

**CAREER EDUCATION**


CAREER
DEVELOPMENT
SELF AWARENESS and ASSESSMENT
CAREER AWARENESS and EXPLORATION
CAREER DECISION MAKING
CAREER PLANNING and PLACEMENT
CAREER
PREPARATION
ACADEMIC EDUCATION
VOCATIONAL EDUCATION
TECHNICAL EDUCATION

**AN INTEGRATED APPROACH**

Figure 1

The Michigan model for Career Education identifies career preparation and career development as the two major thrusts of career education.

As indicated in Figure 1, career preparation is academic and vocational instruction which is intended to provide the basic skills and employment skills necessary for individuals to effectively fulfill their life-career roles.

Career development is instruction which provides the knowledge and skills an individual needs in order to establish and plan for life-career roles.

## GUIDANCE ROLE

Basically, the two major delivery systems for the content of career education are Instruction and Guidance. Traditionally, guidance has been seen as a supportive service rather than a delivery system. Yet if guidance is going to make a major contribution to help students acquire the skills necessary for them to live effectively, it will indeed need to take on a delivery role as well.

## FROM SERVICE TO PROGRAM

Career guidance seeks to expand activities from a service oriented function to an integrated part of the overall career education program. Career guidance defines career as "the way you live your life." Therefore, it deals with all the developmental aspects of a person's life. Career guidance does not deemphasize the important human elements stressed in the supportive services approach. Rather it views guidance as a developmental program which delivers skills and knowledges in the areas of self awareness, career exploration, decision making, planning and placement.

Counselors are already involved in many activities which deliver and support the delivery of career development outcomes. The content of career development specifies the concepts which should be supported and delivered by counselors.

## COUNSELOR'S UNIQUE ROLE

Specifically, the following functions do facilitate counselor involvement in the career education thrust.

1. One-to-one developmental counseling - The goals of career education strongly support the continuation of developmental counseling to students either individually or in groups with specific emphasis on helping students develop a positive view of themselves, develop inter-personal skills, learn decision making skills and explore various life options which are available to them.[5] Since counselors possess the skills to deal with student self awareness and decision making, it seems justifiable for them to enlarge the group they are presently effecting. Career guidance tends to emphasize that counselors time can be spent more efficiently implementing programs in decision making, value clarification, occupational information, and employability skills to a large group or classroom setting. The implication here is that the counselor will act in a more direct delivery role. Individual counseling can be used as a follow up for the large group instruction.
2. Scheduling - Career guidance views counselor time spent assisting individuals in making course selections as a legitimate part of a total career development program. When counselors assist students in this process they are

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[5] Miller, S. Packard, R. Pollack, K. Schipper, Position Paper on Career Education for Michigan Youth, Michigan Personnel and Guidance Association, page 4.

contributing to decision making and career planning outcomes. Students can be helped to see the relationship between the classes they are selecting and their overall career plan.

3. Consulting with teachers - Consulting activities allow the counselor to initiate a cooperative effort with teachers in many areas of career development. Teachers with the instructional and curriculum development expertise - and counselors, with the guidance background and human interaction expertise, can combine efforts to more effectively meet the needs of the students and the community. Working together counselors and teachers can develop goals and objectives, evaluation procedures, career programs, and implementation strategies for such programs.

4. Coordinating school and community programs - Counselors are in a position to identify members in the community who can contribute to the career education program. They can work closely with parents and business and industry to assure their involvement in the career education thrust; they initiate their participation in role model programs, field trips to work settings and other job exploration experiences.

5. Testing and interpreting test results - In order to help individuals understand themselves and become self-directed,

counselors should view testing as a comprehensive, developmental program based on the goals and objectives of career development. Test results can prove to be valuable tools for the counselor to use with students in self awareness, career decision making and planning.

## COUNSELOR AS TEAM LEADER

If career guidance, then, is to be an on-going and comprehensive part of career education and if it is to have important delivery and support roles, it will require major involvement from every counselor. The counselor is really in a unique position to assume a leadership role - one of assessing, planning, implementing and evaluating a career guidance program.

To help carry out this role counselors draw upon their skills and flexibility to consult with teachers, parents, and administrators about their concerns and needs in the career education effort and to help design activities to meet these needs. But Counselors can't do it alone. The success of a career guidance program is based on the cooperative efforts of teachers, administrators, students and parents along with counselors. This team approach works together to design and implement activities and is responsible for evaluating them.

## TEACHER'S ROLE

The teacher's role in career guidance is to work closely in a partnership role with counselors, developing and infusing career development curriculum into instructional and guidance activities.

This partnership can be extended to the development of individualized learning experiences and climates that meet student needs. Examples of individualized learning experiences that can be cooperatively arranged are:

1. Simulation - setting up a learning situation that approximates a specific working, leisure, family, citizen situation the student is interested in.

   Exploration - arranging for a student an opportunity to explore and assess a life role he or she is interested in.

   Work Experience - arranging for a student to participate in an actual occupational role and setting which he or she is interested in.

Counselors and teachers working together can develop school curricula which is relevant to the current and future world of work. Together, acting as both delivery and support personnel, they can implement activities from the career development curriculum and address the needs of all students.

## ADMINISTRATOR'S ROLE

The administrators role in career guidance must be to facilitate the identification of a relevant role for counselors and to expedite the implementation of the career guidance program. In addition, administrators have the responsibility of assuring that the identification of sole and cooperative responsibilities of teachers and counselors occurs and that these efforts progress smoothly and effectively.

## PARENT'S ROLE

Parents and community members representing business and industry can also become involved in the career development team.

They can serve on committees to develop goals and objectives. Parent involvement can provide an opportunity to coordinate the goals which the school has and the parents have for the child. Parents can provide linkage to the community. They can contact local businessmen to act as consultants, arrange field trips and communicate program goals to other parents.[6]

## ROLE OF COMMUNITY MEMBERS

Community members serve an important role in a career guidance program. An effective program needs to be based on current and accurate information about the world of work. Community members, often representing business and industry, who have daily contact with this information can provide assistance in role model programs, arranging field trips and providing career guidance teams with current job information.

## PARAPROFESSIONAL ROLE

Many school staffs are fortunate to have the use of paraprofessionals in their educational setting. Career guidance programs can use the paraprofessional who understands the community to identify and communicate with community leaders. Paraprofessionals can often bridge the cultural gap between the counselor and student. There is an increasing demand from students to have individuals in helping roles which are similar to them in terms of race and cultural background.

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[6] Walz, G., Miller, Jr., and Mintz, R. A Guide to Developing Career Guidance Programs Kindergarten Through Post High School, Office of Education, U.S. Department of Health, Education, and Welfare, Project No. 1-0615 A, June, 1972.

The team approach utilizes the unique skills of counselor, teacher, administrator, parent, community members and paraprofessional working to provide a comprehensive career guidance program. The school counselor, as the leader of the career guidance team, has the major responsibility of identifying selecting and training the various individuals and groups who are interested in career guidance.

# APPENDIX B

1. What is career education in Michigan?

   The delivering of skills to all students which will provide them with the ability to explore, understand, and perform in their life roles while learning, working, and living. Career Education separates into two broad categories - Career Development and Career Preparation (academic and vocational/technical knowledge and skills).

2. What is career development?

   Those concepts which are to be infused into existing curriculum. The concepts can be organized into four components:
   - self awareness and assessment
   - career awareness and exploration
   - career decision making
   - career planning and placement.

3. What is contained in self awareness and assessment?

   The content and activities of this component focus on helping individuals understand themselves and others. The main concepts involve:
   - individual's awareness and acceptance of themselves
   - individual's awareness and acceptance of others
   - development of interpersonal skills
   - planning for self direction and self improvement.

4. What is contained in career awareness and exploration?

   The content and activities of this component focus on the interrelatedness of family, leisure, citizen, and occupational roles; home, school, and work settings, and the various events which may occur during the life stages (marriage, job entry, retirement, etc.). Emphasis is given to knowledge and understanding of the structure of the education, work, family, citizen, and leisure worlds.

5. What is contained in career decision making?

The content and activities of this component are designed to help individuals understand that decision making is an important task in everyday life. The major parts of this component are:

- identifying the elements of decision making
- learning the impact of change, space, and time
- predicting alternatives that meet their life - career goals.

6. What is contained in career planning and placement?

This component contains the content and activities designed to help individuals develop and implement systematic programs to reach their career goals. The individual's program includes:

- acquiring of prerequisite skills
- identifying and utilizing appropriate resources
- assessing progress toward goals
- making necessary adjustments to maintain progress.

# APPENDIX C

1. What is a performance indicator?

   This is an expression of outcome behavior for individuals participating in career development instructional and/or guidance activities.

2. How is it different from a performance objective?

   A performance indicator is a statement of performance. In order to utilize a performance indicator, an educator must add the conditions under which the performance is to be observed and the criteria that must be met to indicate success. With these additions, a performance indicator becomes a performance objective.

3. Does a K-3 performance indicator only pertain to a K-3 student?

   No.

4. Can a tenth grade teacher utilize a 4-6 performance indicator?

   Yes; the K-3, 4-6, 7-9, 10-Adult divisions are only for clarifying the developmental sequence of career development outcomes. The educator determines which level the individual is at; for instance, a 4-6 level indicator may well pertain to a tenth grade student.

5. What are the four sections under which performance indicators are organized?

   Performance indicators are organized in two ways:
   1. By grade level (K-3, 4-6, 7-9, 10-Adult)
   2. By content (Career Development Component); the four content areas being:
      - self awareness and assessment
      - career awareness and exploration
      - career decision making
      - career planning and placement.

APPENDIX D

# CAREER GUIDANCE PLANNING SHEET

## GOAL STATEMENT

John, (a third grader) will voluntarily exhibit more listening behavior in the classroom and will understand why it is important to listen.

EXAMPLE

MICHIGAN
CAREER
EDUCATION

# CAREER DEVELOPMENT LEARNER OUTCOME(S)

4.2 (A) To demonstrate, at appropriate times (determined by teacher), the following behaviors: Listening, responding, initiating.

4.2 (B) To identify two reasons it is important to listen, respond, and initiate discussions.

# IMPLEMENTATION SCHEDULE

**BY?** John was referred by his teacher. The counselor will plan and implement the sessions.

**FOR?** John - a third grade student.

**WHEN?** By October 30 - during four weekly sessions in October.

| IMPLEMENTATION STEPS | RESOURCES |
|---|---|
| 1. Develop Planning Sheet. | 1. See Ms. Cook during her planning period. |
| 2. Do pre-test. | 2. Use pre-test. |
| 3. Divide class into two groups to discuss "What is a value?" | 3. Ms. Cook and I: discussion leaders. See Deciding by Gelatt, Varenhorst, and Carey; p. 16 for definition. |
| 4. Students list 10 things he or she values; rank these things 1 to 10; discuss the rankings. | 4. See Deciding, p. 16. Ms. Cook and I: discussion leaders. |
| 5. Students interview two parents or adult friends to identify 10 things those adults value. Discuss how this list compares and contrasts with their own list. | 5. Ms. Cook and I: discussion leaders<br>friends<br>parents |
| 6. Students complete the Coat of Arms by responding to the following questions:<br>a. Draw two things you do well.<br>b. Draw your psychological "home" or the place where you feel at home.<br>c. Draw your greatest success in life.<br>d. Draw the three people most influential in your life.<br>e. Draw what you would do with one year left to live.<br>f. Write the three words you would like others to say about you. | 6. See Deciding, p. 18.<br>Coat of Arms |
| 7. Divide class into two groups and discuss the Coat of Arms. | 7. Ms. Cook and I: discussion leaders. |
| 8. Students identify three decisions they made in the last week and discuss how their values affected these decisions. | Values Considered<br>8. Decision 1 ____________<br>Decision 2 ____________<br>Decision 3 ____________ |
| 9. Students identify the next large decision they face and identify which values will be influential. | 9. Discussion leaders: Ms. Cook and I. |
| 10. Do post-test. | |

## PREPARATION

Develop a plan with Ms. Cook

Check out Deciding kit

Prepare student worksheets

Run off enough Coat of Arms Worksheets

Divide class into 2 groups

Prepare list of books on values available in the library

## FOLLOW-UP

1. Check with Ms. Cook - get her impressions.
2. Meet with some of the students individually to get their impressions of these activities.
3. Perhaps begin a small group with students who would like more discussion of values.

## EVALUATION

Pre-test

1. Write a definition for Value.
2. List 5 personal values.
3. Identify one decision made within this past week and explain how a value(s) affected that decision.

Post-test

1. Write a definition for Value.
2. List 5 personal values.
3. Identify one decision made within this past week and explain how a value(s) affected that decision.

# CAREER GUIDANCE PLANNING SHEET

## GOAL STATEMENT

To develop and implement a Planning Sheet with Ms. Cook that helps her students understand how one uses their values in making decisions.

EXAMPLE

MICHIGAN
CAREER
EDUCATION

## CAREER DEVELOPMENT LEARNER OUTCOME(S)

10.2 (E) The individual will identify at least four personal values and will describe how these values relate to decision making.

## IMPLEMENTATION SCHEDULE

**BY?** Ms. Cook (English teacher) asked if I would work with her to develop and implement this plan.

**FOR?** Ms. Cook's students (24 students during her 5th period English).

**WHEN?** Plan will be developed by end of November; Implemented once a week (Wednesday) for four weeks in December

1st Session - December 1
2nd Session - December 8
3rd Session - December 15
4th Session - December 22

| IMPLEMENTATION STEPS | RESOURCES |
|---|---|
| 1. Develop Planning Sheet. | 1. See Ms. Cook during her planning period. |
| 2. Do pre-test. | 2. Use pre-test. |
| 3. Divide class into two groups to discuss "What is a value?" | 3. Ms. Cook and I: discussion leaders. See Deciding by Gelatt, Varenhorst, and Carey; p. 16 for definition. |
| 4. Students list 10 things he or she values; rank these things 1 to 10; disucss the rankings. | 4. See Deciding, p. 16. Ms. Cook and I: discussion leaders. |
| 5. Students interview two parents or adult friends to identify 10 things those adults value. Discuss how this list compares and contrasts with their own list. | 5. Ms. Cook and I: discussion<br>leaders<br>friends<br>parents |
| 6. Students complete the Coat of Arms by responding to the following questions:<br>a. Draw two things you do well.<br>b. Draw your psychological "home" or the place where you feel at home.<br>c. Draw your greatest success in life.<br>d. Draw the three people most influential in your life.<br>e. Draw what you would do with one year left to live.<br>f. Write the three words you would like others to say about you. | 6. See Deciding, p. 18.<br>Coat of Arms |
| 7. Divide class into two groups and discuss the Coat of Arms. | 7. Ms. Cook and I: discussion leaders. |
| 8. Students identify three decisions they made in the last week and discuss how their values affected these decisions. | Values Considered<br>8. Decision 1 ____________<br>Decision 2 ____________<br>Decision 3 ____________ |
| 9. Students identify the next large decision they face and identify which values will be influential. | 9. Discussion leaders: Ms. Cook and I. |
| 10. Do post-test. | |

## PREPARATION

Develop a plan with Ms. Cook

Check out Deciding kit

Prepare student worksheets

Run off enough Coat of Arms Worksheets

Divide class into 2 groups

Prepare list of books on values available in the library

## FOLLOW-UP

1. Check with Ms. Cook - get her impressions.
2. Meet with some of the students individually to get their impressions of these activities.
3. Perhaps begin a small group with students who would like more disucssion of values.

## EVALUATION

| Pre-test | Post-test |
|---|---|
| 1. Write a definition for Value. | 1. Write a definition for Value. |
| 2. List 5 personal values. | 2. List 5 personal values. |
| 3. Identify one decision made within this past week and explain how a value(s) affected that decision. | 3. Identify one decision made within this past week and explain how a value(s) affected that decision. |

## APPENDIX E

## A STARTER LIST OF POTENTIAL EVALUATION STRATEGIES

1. Give a radio broadcast
2. Prepare a radio broadcast
3. Make a speech dressed as a famous person
4. Write a song about a conflict
5. Make a time line of a famous happening
6. Make a scrapbook
7. Construct a diarama
8. Participate in a debate
9. Plan an event
10. Tape an interview
11. Photograph
12. Develop twenty questions
13. Write a letter
14. Send a postcard
15. Develop an advertisement
16. Develop a classified advertisement
17. Write a newspaper headline
18. Prepare a newscast
19. Explain in nonverbals
20. Write a contract
21. Roleplay
22. Construct a.....
23. Complete a ditto sheet
24. Give a convincing speech
25. Finish the picture
26. Bingo
27. Write a poem
28. Make a collage
29. Construct a model
30. Make a paper roll movie
31. Present an experiment
32. Draw a cartoon
33. Identify by matching
34. Develop a checklist
35. Write a song
36. Make a map
37. Rearrange pieces
38. Make a crossword puzzle
39. Choose the right meaning -- written
40. Orally read
41. Summarize by writing a paragraph

42. Write a biographical sketch

43. Take part in a debate

44. Be a radio announcer describing a scene

45. Interview

46. Make a graph

47. Draw a picture

48. Draw contribution on a mural

49. Match colors

50. Construct a clock from a paper plate

51. Outline

52. Complete the sentences

53. Match the words

54. Write a script

55. Complete unfinished sentences

56. Construct a paper chain

57. Make a ruler

58. Follow the dots

59. Finish story -- write ending

60. Write a beginning to the story

61. Tell what will happen next

62. Write a storyland favorite using present day jargon

63. Do a painting

64. Sketch a house in 1999

65. Redesign your body to suit your wishes

66. Write three wishes

67. Make three changes

68. Classify

69. Write a book report

70. Design a cover

71. Construct a book

72. Remodel

73. Construct a clay model

74. Write a paragraph

75. Write about a painting

76. Match the pieces

77. Fill in the squares

78. Make a record sheet

79. Develop a journal

80. Underline the main ideas

81. Construct a synonym list

82. Draw in the rivers

83. Color the climates

84. Identify by drawing

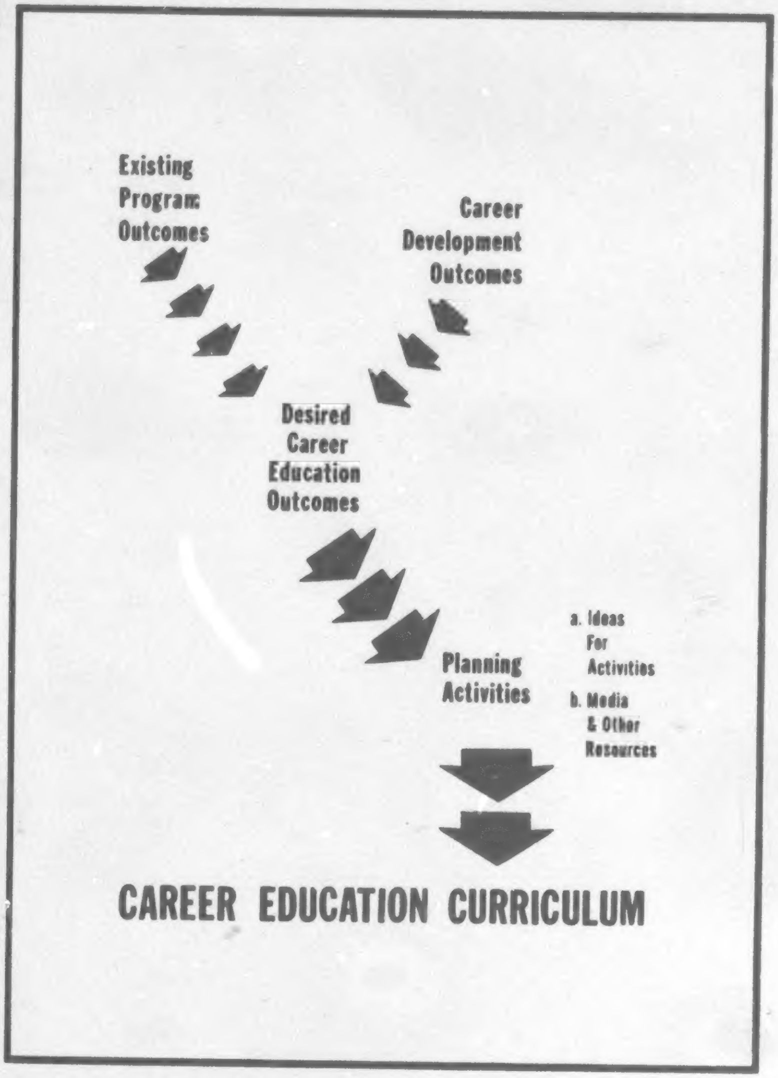
85. Rewrite the scrambled words

86. Rewrite the scrambled sentences

87. Construct a globe
88. Alphabetize
89. Fill in the blanks
90. Keep a growth record
91. Write a rule for.....
92. Punctuate
93. Identify by touching
94. Identify by telling adjectives that describe a.....
95. Develop a daily log
96. Write anecdotes
97. Shade in
98. Regroup
99. Spell a story
100. Make a sampler
101. Keep a diary
102. React by.....
103. Make a mirror of yourself
104. List ten words that describe self
105. Write a profile of self
106. Bounce a ball
107. Trace
108. Color
109. Cut
110. Make a speech
111. Pantomime a historical event

# INFUSION HANDBOOK

# FOR TEACHERS


Existing Program Outcomes
Career Development Outcomes
Desired Career Education Outcomes
Planning Activities
a. Ideas For Activities
b. Media & Other Resources
CAREER EDUCATION CURRICULUM

# FOREWARD

Instruction provided in existing subject, grades, and lessons is extremely relevant, in most cases, to the immediate or future needs of students. Establishing the relevancy or purpose for a given area of instruction is a technique most educators find helpful in motivating students. Much of the knowledge and many of the capabilities students will need to become effective human beings are rooted in your existing instruction. Incorporating career development instruction into your existing instruction is a way of revealing much of the immediate and future use and value of existing instruction to your students. It is also a way of equipping the learner with some additional knowledge and skills which will prove invaluable as life options are identified and selected.

There are a number of reasons why teachers should begin now to deal systematically with this content identified as career development:

1. Instruction designed to help students reach specific career development outcomes can and usually does result in additional learning. Consider the activities of students involved in small group work to conduct science experiments. In addition to the intended science outcomes, learning can and should be expected in the area of interpersonal skills which would be a desired career development outcome.

2. Instructional methods that require ACTIVE learner involvement usually result in secondary learning. Most of these "hands on" experiences have the potential of revealing to the learners knowledge about themselves.

The infusion process as described in this handbook, has the potential of capitalizing on this "secondary learning". It is a method of identifying appropriate areas where additional objectives can be infused to assist the learner to reach career development outcomes.

In short, the infusion process is a series of steps a teacher, counselor, curriculum specialist or other specialist can follow to identify where and how they can assist the student in reaching career development outcomes.

Included at this point in the workshop is a counterpart to this Infusion Handbook for Teachers - that is The Infusion Handbook for Counselors which teaches counselors a similar process for identifying their activities in terms of career development outcomes. Ideally after a teacher and a counselor independently become comfortable with the infusion process, they will combine efforts in helping each other develop Curriculum Worksheets and Career Guidance Planning Sheets which they can later implement together.

If time permits, a counselor and teacher may complete the optional module contained in this workshop package called: Expanding the Cooperative Efforts Between Teachers and Counselors.

## NOTE TO THE USER

This handbook has been developed to help you incorporate career development instruction in your existing instruction without causing you to discard or reduce the instruction you are now providing. It is meant to be used as a part of a formal workshop package that has been developed by the Michigan Department of Education for use by local school districts and universities throughout the State.

However, the handbook can be used as a self-instructional handbook if you are not part of a formal career education workshop. It does mean that you should become familiar with some prerequisite information and terms before you continue with the material in this handbook. Thus it is suggested that you take the following steps before continuing further with this handbook:

1. Procure from the administrator in your school district who is responsible for your district's Career Education efforts, the following materials:

    A. A Reference Guide: Career Development Goals and Performance Indicators, Published by the Michigan Department of Education,

    B. "Career Education Curriculum Worksheets",

    C. Career Education Ideas for Activities for Teachers, and

    D. Career Education Resource Guide.

2. Read the introductory material contained in the first few pages of the Reference Guide: Career Development Goals and Performance Indicators such that you are familiar with the Michigan Model for Career Education, the meaning of the terms "career development" and "career preparation", and the components of career development.

3. Continue with the remainder of the material in this Infusion Handbook.

Briefly, the series of steps you will examine in the remainder of this handbook are:

1. Gathering and/or identifying the materials you will need

    A. Descriptions of your existing instruction

    B. Career development performance indicators

    C. Curriculum worksheets

    D. Idea or activity references

    E. Media resource guides

    F. Subject matter performance objectives

    G. Community resource references

2. Subject matter learner outcomes

    In this step you are asked to identify a subject matter area and some student outcomes for that area which you want to try infusing with some career development outcomes. Materials and resources are available to assist you.

3. Career development learner outcomes

    Career development outcomes describe the area of career development you want to infuse with your subject matter outcomes identified in STEP 2. Materials and resources are available to assist you with this step.

4. Learner activities

    This step asks you to identify numerous learner activities which will allow your students to achieve the outcomes you identified in STEPS 2 and 3. Again, materials and resources are available to assist you.

5. Learner resources

    This step corresponds directly with STEP 4, learner activities. You will be asked to identify specific resources such as films, tapes, resource persons, etc. which your students will use with the activities you have identified. Materials and resources are available to assist you.

6. Teacher activities

Here you will note things that YOU must do in order to implement the lesson or unit you are building with the infusion process.

7. Support services

Often plans for instruction are made which require advanced scheduling and participation by others. In other words, resources which are outside your immediate and direct control should be identified and noted in this step.

8. Evaluation

In this step, you are asked to consider means of assessing where your students are both prior to and after completing the lesson or unit you are developing.

9. Notes

This step asks you to make notes about the lesson or unit which would make it easier for yourself or someone else to implement another time. It is primarily for use after you have implemented and evaluated the lesson or unit.

# APPLYING THE INFUSION PROCESS

## Step 1

Gather and/or locate the materials you will need in order to apply the infusion process. These materials should include:

A. Descriptions of your existing instruction

These could be in the form of existing lessons, units, or curriculum guides. Ideally, your instruction should be described with performance objectives but a clear description of your instruction will be sufficient.

B. Career development performance objectives

A Reference Guide: Career Development Goals and Performance Indicators is available for your use with the infusion process. You may use this set of performance indicators as a guide in developing your own performance objectives for career development or you may wish to use objectives developed by your school or another source.

C. Career education curriculum worksheets

Worksheets for use with the infusion process are available from your workshop leader or the Michigan Department of Education.

D. Ideas for activities

This reference book is a compilation of ideas and activities categorized by grade group and career development component. They are ideas and activities that could be implemented in the classroom and that have potential for being used with your existing instruction. These ideas and activities are not meant to be all inclusive but "food" for thought as you generate your own ideas.

E. Career education resource guide

This guide is a compilation of commerically produced instructional materials and resources categorized by grade group and career development component. You may want to refer to this guide later in the infusion process as you identify "learner resources" which might be appropriate for the lesson or unit that you develop in this trial of the infusion process. You may wish to plan to obtain materials well in advance by using this guide.

Additional materials which will aid you in utilizing the infusion process:

A. Subject matter performance objectives

These could be your own school district's adopted performance objectives; suggested minimal performance objectives for various subject matter areas developed by task forces for the Michigan Department of Education; and/or other performance objectives available from sources including:

The Instructional Objectives Exchange, Palo Alto, Calif.
The American Institutes for Research, Palo Alto, Calif.

B. Local, intermediate, or regional media resource catalogs or guides

C. Sample career education instructional units

D. A listing of various community resources: (businesses, industries, and services)

E. Various materials on developing performance objectives such as:

*Accountability, A Management Tool for Teachers*, available from the Michigan Department of Education *A Self-Instructional Module on Writing Performance Goals and Objectives*, which is available in the optional module section of this workshop package. Locally developed performance objective materials.

THE REMAINDER OF THESE SUGGESTIONS RELATE DIRECTLY TO THE "CURRICULUM WORKSHEET" WHICH ACCOMPANIES THIS HANDBOOK. BE SURE TO HAVE A BLANK "CURRICULUM WORKSHEET" HANDY FOR REFERENCE AS YOU CONTINUE.

## Step 2: Subject Matter Learner Outcomes

Using your existing lesson plans or curriculum guide, select a lesson or unit which you would like to use in this trial of the infusion process. This lesson or unit should be one that you are comfortable with and that you normally enjoy implementing.

Write the performance outcomes or objectives for this lesson or unit on the "Curriculum Worksheet" under the label Subject Matter

Learner Outcomes*. An example is provided below. If you are working with a unit or set of lessons with many outcomes, you may wish to use several worksheets, one for each day's activities.

If you need or desire assistance in developing performance objectives for your subject matter check with your workshop leader or use some of the material suggested on page III-71 of this handbook.

Example: Using only a goal statement

SUBJECT MATTER LEARNER OUTCOMES

The student should be able to write a complete sentence

Or another example using only a goal statement

SUBJECT MATTER LEARNER OUTCOMES

The student should be able to define noise pollution, identify sources of pollution and identify ways to prevent or stop noise pollution.

Example: Using a performance objective

SUBJECT MATTER LEARNER OUTCOMES

Who: The third grade student
Behavior: will write
Object: complete sentences
Time: at the end of this lesson
Measurement: which when examined by the teacher
Criterion for Success: will be correct 80% of the time

Or

SUBJECT MATTER LEARNER OUTCOMES

The third grade student, at the end of this lesson, will write complete sentences, which when examined by the teacher will be correct 80% of the time.

Example: Using a performance objective

SUBJECT MATTER LEARNER OUTCOMES

Who: The sixth grade student working at the ecology learning center

---

*"Learner Outcomes" is used here because some may wish to use performance objectives and others may prefer goal statements to describe the intent of the lesson or unit. The infusion process does not require that performance objectives be used in order to be effective.

Behavior: will define
Object: noise pollution
Time: at the end of the learning activity entitled "Noise Pollution"
Measurement: which, when compared with the answer sheet, by the same wording.
Criterion for Success: is found to be the same in meaning although not necessarily the same wording

Or

SUBJECT MATTER LEARNER OUTCOMES

The sixth grade student working at the ecology learning center will be able to define "noise pollution" at the end of the learning activity entitled "Noise Pollution" and which, when compared with the answer sheet by the student, will be found to be the same meaning although not necessarily the same wording.

## Step 3: Career Development Learner Outcomes

Career development outcomes describe what career development concept you want to infuse into your existing lesson or unit. As before, the term "outcome" is used to mean either goals or performance objectives.

Review the performance indicator section of A Reference Guide: Career Development Goals and Performance Indicators*, a set of goals or objectives developed by your school, or a set developed from another source. Using this set of outcomes, select one or more career development outcome(s) which you feel you could address while teaching the subject matter outcome(s) identified in STEP 2.

You may not be able to identify a career development outcome which is compatible with your selected subject matter outcome(s). In this case, you may want to examine the Ideas for Activities book which may help you generate some ideas. Other workshop participants or your workshop leader may also be able to spark an idea. If after a while, you have not succeeded, select a different subject matter objective and begin the process again. Experience will enable you to match subject matter and career development outcomes efficiently.

---

*The book, A Reference Guide: Career Development Goals and Performance Indicators, Second Edition, does not contain complete performance objectives. It is felt that only YOU can develop the meaningful details or measurement and criterion. Only YOU know the details of your student's interests, capabilities, and needs. If you write performance objectives, try to extend the performance indicator selected from the Reference Guide.

When you have "made a match", write the selected career development goal or objective(s) under the heading:

Career Development Learner Outcomes

Example: Using only a goal statement

CAREER DEVELOPMENT LEARNER OUTCOMES

The student should be able to identify things he or she can do to make his or her environment more as he or she would like it to be.

Or as a performance objective

CAREER DEVELOPMENT LEARNER OUTCOMES

Who: The sixth grade student working at the ecology learning center
Behavior: will identify
Object: ways of making his or her environment more as he or she wants it to be
Time: at the end of the "Noise Pollution" learning activity
Measurement: which when evaluated by the teacher correspond to the ways contained on a list generated by students
Criterion for Success: at least four (4) ways are given

Or

By the end of the "Noise Pollution" learning activity, the sixth grade student, working at the ecology learning center will be able to identify at least four (4) ways of making his or her environment more as he or she wants it to be, which when evaluated by the teacher correspond to the ways contained on a student generated list of ways to stop noise pollution.

THE SUBJECT MATTER OUTCOMES AND THE CAREER DEVELOPMENT OUTCOMES NOW WRITTEN ON YOUR WORKSHEET ARE THE BASIS FOR YOUR "INFUSED" LESSON OR UNIT. REVIEW THESE OUTCOMES TO BE SURE YOU ARE COMFORTABLE WITH THE COMBINATION. MAKE ANY ADDITIONS OR DELETIONS YOU FEEL ARE NECESSARY.

THE NEXT SERIES OF STEPS ARE INTENDED TO ASSIST YOU IN DEVELOPING AN INSTRUCTIONAL PLAN FOR THESE COMBINED OUTCOMES.

## Step 4: Learner Activities

As you identified the learner outcomes to be addressed by your lesson or unit, you probably were thinking of appropriate learner activities which would allow your students to achieve success in meeting the goals or objectives you have identified.

Ideally, you should attempt to identify numerous activities, any one or two of which would be sufficient for most of your students to meet the goals or objectives noted. The benefits of having numerous activities are:

A. Your students can choose activities which best suit THEIR individual learning styles.

B. You can move toward an "activity-centered" classroom by gradually allowing your students to become involved in more and varied activities which they select. This also promotes student decision-making and responsibility for learning.

The Ideas for Activities book is one tool that can assist you in this step. You might use this "idea" book in the following manner:

A. Review the "User's Guide" section of the idea book,

B. Review ideas from the various sections of the book which apply to your subject matter and career development outcomes you have identified,

C. Generate ideas that you feel would be appropriate,

D. Adopt or adapt, or develop a series of learner activities from those ideas,

E. List your activities under the "Learner Activities" section of the curriculum worksheet

F. Each activity should describe what the STUDENT will do, preferably using a verb to begin each activity. For example:

   1. View film

   2. View filmstrip

   3. Listen to tape recording

   4. Make a collage . . . . .

5. Listen to teacher presentation

6. Participate in small group discussion

7. Interview a person in the community

8. Other . . . . .

Other materials that might be of assistance to you in identifying activities could be:

A. Samples of various career education lessons or units,

B. Career education idea books from other districts, states, etc.

C. Consultants or workshop leaders if you are using this handbook as a part of a career education workshop.

The next part provides some example activities that have the potential of assisting students in achieving the objectives we have developed on pages III-73 and III-75 of this handbook.

Example: Learner activities

Walk as a class in and outside the school building listening for various noises. Take a tape recorder and obtain a recording of the walk (include going through the lunch room during lunch).

As a group, list all of the sounds heard on the walk.

Play tape recording to hear sounds and list additional ones that weren't identified in group discussion.

In small groups, classify the identified sounds into two groups--pleasant sounds and annoying sounds.

Class discusses results of small group work.

Interview members of family as to what noises annoy them.

Compile results of interviews.

Students brainstorm what each can do as a family member to relieve the annoyance of the other family members.

Find out the meaning of the term decibel and how it is used in measuring sounds.

## Step 5: Learner Resources

This section of the "curriculum worksheet" corresponds directly with the Learner Activities you have identified for this lesson or unit. You should identify as specifically as possible, the resources the students will use or need for each activity you have developed.

It is important for you to be as specific as possible when listing the Learner Resources. It will greatly aid your efforts in organizing for the lesson or unit. Having planned in advance exactly what your students will need makes implementing the lesson or unit much easier for both yourself and your students.

Secondly, the specific listing of the Learner Resources will aid in your efforts at individualizing your instruction. Those students who neither need or seek a great deal of direction in carrying out the learning activities can work directly from your worksheet in meeting the goals or objectives you have identified for them. They are able to understand what is expected of them and are able to take the necessary responsibility for their own learning.

Thirdly, as you begin to share your lessons or units with other teachers in your district, it will be an easy matter for them to utilize many of the same resources you have identified.

### Materials to Assist in the Identification of Resources

A. Career Education Resource Guide

B. Local media resource catalogs or guides,

C. Intermediate or regional media resource catalogs or guides,

D. Resource guides from other career education project schools,

E. Resource guides from other states or the U.S.O.E. and,

F. A listing of local community resources if available.

The Career Education Resource Guide, available for use with this workshop package is organized in the same manner as the Ideas for Activities book. You should be able to identify potential learner resources that will compliment the activities you have planned.

An example of learner resources that compliment the activities we have identified for illustration in this handbook are on the next page. Those found in the Career Education Resource Guide are marked with an asterisk (*).

| LEARNER ACTIVITIES | LEARNER RESOURCES |
|---|---|
| Walk as a class in and outside the school building listening for various noises. Take a tape recorder and obtain a recording of the walk (include going through the lunch room during lunch). | Students, Teacher<br>Tape Recorder |
| As a group, list all of the sounds heard on the walk. | Students, Teacher |
| Play tape recording to hear sounds and list additional ones that weren't identified in group discussion. | Tape Recording<br>Students, Teacher |
| In small groups, classify the identified sounds into two groups--pleasant sounds and annoying sounds. | Students in small groups, Teacher |
| Class discusses results of small group work. | |
| Interview members of family as to what noises annoy them. | Family Members, Students |
| Compile results of interview. | |
| Students brainstorm what each can do as a family member to relieve the annoyance of the other family members. | Students, Teacher |
| Find out the meaning of the term decibel and how it is used in measuring sounds. | Learning Resource Center<br>*Environmental Quality Kit from Consumers Power Company Science Text--Harcourt Brace, World |

## Step 6: Teacher Activities

Prior to, during, and after implementing a given lesson or unit there are usually many activities which you want to be sure to do. This area of the curriculum worksheet is the place where you can identify those activities. A question that you might use as a means of assisting yourself in this area is: What Must I Do in Order for the Students to be Able to Do the Learner Activities: The answers to this question should be written in this block.

Example:

TEACHER ACTIVITIES

1. Order A.V. materials
2. Sign out tape recorder filmstrip projector
3. Break students into small groups
4. Initiate class discussion and explain small group work
5. Contact Consumers Power Co. for Environmental Quality Kit
6. Etc.

## Step 7: Support Services

Here is where the potential cooperative efforts of counselors, someone from the community, or other teachers should receive careful consideration. This should occur at the same time instructional plans are being developed. Often plans for instruction are made which require advanced scheduling and participation by others. Resources which are outside of your immediate and direct control should be identified and notations of the needed action made in this block.

Examples:

A. Budget--Are there items that you need to purchase for this lesson or unit? Who do you need to check with to make the purchase?

B. Facilities--Are you going to use the all-purpose room for some activity? Do you need to make reservations for the room?

C. Equipment--What special equipment is needed such as a 16 mm projector? Do you have to reserve this with the Media Center? Are there tools that you need to acquire?

D. Coordination with other activities--Do you need to coordinate an activity with other classrooms in the building? Are you going on a field trip that requires students to be out of their other classes? How will you coordinate this with those other teachers?

E. People Resources--Make note of how guidance personnel might be used. Are people from the community going to be involved? Who are they? Who will contact the people? Yourself or your students?

CAN YOU IDENTIFY THE SUPPORT SERVICES THAT WOULD BE NECESSARY TO FACILITATE THE ACTIVITIES AND RESOURCES IDENTIFIED IN OUR EXAMPLE?

SUPPORT SERVICES

Using what you know about your school and community, try to complete this block for the sample activities we have identified.

## Step 8: Evaluation

Evaluation in this handbook falls last. In actuality and in planning sequence, the development of plans for evaluation is a part of writing learner outcomes. In other words, a complete statement of a performance objective should indicate the evaluation technique. In any event, you should be interested in determining the degree to which each student has mastered the objectives, rather than the relative standing of each student in the class.

Examples:

Paper-and-pencil tests
Practical manipulation of objects, materials, and tools
Audio recordings
Photographs or slides
Films or video tape recordings
Reacting to problem situations
Student reports
Projects

For more examples see "A Starter List of Potential Evaluation Strategies", which appears as the last page of this module.

You will note there are blocks identified for both Pre-Test plans and Post-Test plans. It is entirely possible that some of your students can demonstrate the knowledge or behavior that your lesson or unit calls for. For this reason, you are asked to consider means of assessing where your students are prior to implementing the lesson or unit. These plans should be specified in the Pre-Test block. Your plans for Post-Testing should be specified in the Post-Test block.

Not only should you be interested in student outcomes, but also in determining if there are any weaknesses in the instructional plan in order to improve it. How well did the learner's behavior match up with the performance being sought? Are the objectives appropriate for the group you are trying to reach? Were the learning activities good enough to achieve the objectives? How well were the learning activities conducted? These should also be elements to consider in planning your evaluation of the lesson or unit.

## EVALUATION

| PRE-TEST | POST-TEST |
|---|---|
| 1. Discussion - What is pollution? What kinds of pollution are there? What can we do about pollution?<br>2. What is a complete sentence? | 1. Written papers stating pollution sources and ways of preventing it with all statements in the form of complete sentences. |

What others would you consider?

### Step 9: Notes

This space (on the front of the worksheet) is where you should make any notes about the lesson or unit which would make it easier for yourself or someone else to implement another time. Things such as "initiating" activities for the lesson or unit might be included here. Special cautionary notes might be included. A good question to answer might be: What would I want to know about the lesson or unit if I got it from another teacher which might not be evident from just reading the objectives and plans?

If you have completed each of the previous steps, you have used the infusion process to plan a revised lesson or unit originating from your existing instruction. Before implementing the plan, you might want to use the "Curriculum Worksheet Checklist" available for use with this handbook as a means of preliminary assessment of the lesson or unit. The checklist is meant as a guide and you may want to develop your own quality standards. It is recommended that any question on the checklist receiving a score of three or lower be considered reason for revising that part of the lesson or unit prior to implementation.

Congratulations on completing the infusion process.

Sample completed curriculum worksheets are on the next pages. Much of the remaining workshop time will be devoted to your completing at least two or three curriculum worksheets. After you have completed them, please select the best one and spend about an hour or so refining it.

# CAREER GUIDANCE
# PLANNING SHEET

**GOAL STATEMENT**

MICHIGAN
CAREER
EDUCATION

## CAREER DEVELOPMENT LEARNER OUTCOME(S)

## IMPLEMENTATION SCHEDULE

**BY?**

**FOR?**

**WHEN?**

| IMPLEMENTATION STEPS | RESOURCES |
|---|---|

M

| PREPARATION | FOLLOW-UP |
|---|---|
| | |

| EVALUATION |
|---|
| |

## A STARTER LIST OF POTENTIAL EVALUATION STRATEGIES

1. Give a radio broadcast
2. Prepare a radio broadcast
3. Make a speech dressed as a famous person
4. Write a song about a conflict
5. Make a time line of famous happening
6. Make a scrapbook
7. Construct a diarama
8. Participate in a debate
9. Plan an event
10. Tape an interview
11. Photograph
12. Develop twenty questions
13. Write a letter
14. Send a postcard
15. Develop an advertisement
16. Develop a classified advertisement
17. Write a newspaper headline
18. Prepare a newscast
19. Explain in nonverbals
20. Write a contract
21. Roleplay
22. Construct a.....
23. Complete a ditto sheet
24. Give a convincing speech
25. Finish the picture
26. Bingo
27. Write a poem
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30. Make a paper roll movie
31. Present an experiment
32. Draw a cartoon
33. Identify by matching
34. Develop a checklist
35. Write a song
36. Make a map
37. Rearrange pieces
38. Make a crossword puzzle
39. Choose the right meaning -- written
40. Orally read
41. Summarize by writing a paragraph

42. Write a biographical sketch
43. Take part in a debate
44. Be a radio announcer describing a scene
45. Interview
46. Make a graph
47. Draw a picture
48. Draw contribution on a mural
49. Match colors
50. Construct a clock from a paper plate
51. Outline
52. Complete the sentences
53. Match the words
54. Write a script
55. Complete unfinished sentences
56. Construct a paper chain
57. Make a ruler
58. Follow the dots
59. Finish story -- write ending
60. Write a beginning to the story
61. Tell what will happen next
62. Write a storyland favorite using present day jargon
63. Do a painting
64. Sketch a house in 1999
65. Redesign your body to suit your wishes
66. Write three wishes
67. Make three changes
68. Classify
69. Write a book report
70. Design a cover
71. Construct a book
72. Remodel
73. Construct a clay model
74. Write a paragraph
75. Write about a painting
76. Match the pieces
77. Fill in the squares
78. Make a record sheet
79. Develop a journal
80. Underline the main ideas
81. Construct a synonym list
82. Draw in the rivers
83. Color the climates
84. Identify by drawing
85. Rewrite the scrambled words
86. Rewrite the scrambled sentences

87. Construct a globe

88. Alphabetize

89. Fill in the blanks

90. Keep a growth record

91. Write a rule for.....

92. Punctuate

93. Identify by touching

94. Identify by telling adjectives that describe a.....

95. Develop a daily log

96. Write anecdotes

97. Shade in

98. Regroup

99. Spell a story

100. Make a sampler

101. Keep a diary

102. React by.....

103. Make a mirror of yourself

104. List ten words that describe self

105. Write a profile

106. Bounce a ball

107. Trace

108. Color

109. Cut

110. Make a speech

111. Pantomime a historical event

# UNIT IV: WRAP-UP

## MODULE

### CHECKING FOR SUCCESS

## MODULE

### WHAT NEXT?

# UNIT TABLE OF CONTENTS

## MODULES

Checking for Success
  - Workshop Format
  - Post-test

What Next?
  - Workshop Format
  - Personal Goal Setting

# MODULE PLAN

## MODULE: CHECKING FOR SUCCESS

Objectives:

The participant will evaluate one of his or her infusion plans in order to assess his or her knowledge and skill in using the infusion process.

The participant will demonstrate his or her knowledge of career education and report his or her feelings of confidence toward applying this knowledge by completing the post-test.

| Learner Activities | Learner Resources |
|---|---|
| Having selected his or her best "Infusion plan", the participant will evaluate its quality using the criteria provided by the leader, or developed by the group. | Post-test Supplement |
| Complete Post-test | Post-test |
| Check post-test | Key to post-test |
| Discuss post-test and results with participants and leader. | Assembly of participants |

| Leader Activities | Leader Resources |
|---|---|
| Orient participants to the evaluation process, minimizing the coherent threat that may be present. Help them or provide them with criteria to use to evaluate. | Post-test Supplement<br>Criteria for evaluation |
| Use a sample infusion plan if necessary. Provide help individually wherever needed. | Post-tests |
| Allow participants to score post-tests. | Key to post-test |
| Discuss results. | Assembly of participants |

# CURRICULUM WORKSHOP EVALUATION
(Post-Test)

NAME____________________________SCHOOL______________________________

PART I

IN AN EFFORT TO DETERMINE THE EFFECTIVENESS OF THE DELIVERY OF THE WORKSHOP, IT IS IMPORTANT TO SOLICIT INPUT AND SUGGESTIONS FROM THE WORKSHOP PARTICIPANTS. THE FOLLOWING TWO ITEMS PROVIDE YOU WITH THE OPPORTUNITY TO ASSIST WORKSHOP PLANNERS AND DECISION-MAKERS IN DESIGNING AND IMPLEMENTING FUTURE PROGRAMS SIMILAR TO THE CURRICULUM WORKSHOP.

(1) List, and briefly go into detail, five aspects of the Workshop which you found to be most beneficial and useful to you.

a. ______________________________________________

______________________________________________

______________________________________________

b. ______________________________________________

______________________________________________

______________________________________________

c. ______________________________________________

______________________________________________

______________________________________________

d. ______________________________________________

______________________________________________

______________________________________________

e. ______________________________________________

______________________________________________

______________________________________________

(2) List, and briefly go into detail, five aspects of the Workshop which you found least beneficial. (If possible, in your explanation, suggest some alterations for improvement.)

a.

b.

c.

d.

e.

## PART II

THE FOLLOWING QUESTIONS WERE DESIGNED TO DETERMINE YOUR KNOWLEDGE OF THE MICHIGAN CAREER EDUCATION MODEL. EXAMINE EACH ITEM CAREFULLY AND CIRCLE THE LETTER OF THE RESPONSE THAT YOU FEEL IS THE BEST ANSWER.

(1) The infusion process, according to the Michigan Department of Education materials:

  (a) is a learning technique that provides students with the skills necessary for realistic decision-making.

  (b) incorporates the instructional, guidance and administrative services of a school into a cooperative approach toward instruction.

  (c) places equal emphasis on the delivery of career development and vocational learning.

  (d) is a process whereby career development and the existing instruction is delivered cooperatively.

(2) In today's schools, most instruction relates to:

  (a) Career Development

  (b) Career Preparation

  (c) Career Roles

  (d) Career Information

(3) According to the Michigan Model, career education may be defined as:

  (a) a process whereby individuals may fulfill their unique needs with regard to their future life roles.

  (b) a system that delivers career development skills to all K-12 students.

  (c) a process that provides individuals with curriculum options.

  (d) the technology and resources needed to establish a realistic base for decision-making.

(4) Career development, according to the Michigan Model, is intended to:

(a) develop an awareness of occupational roles and training options among students exposed to the career education curriculum.

(b) assist the local school staff and community in the process of meeting local manpower needs.

(c) enable individuals to make informed career decisions.

(d) to establish a priority in the local school for purposes of developing a vocational-technical curriculum experience(s) consistent with academic goals.

(5) The infusion process, as a career education strategy:

(a) replaces the existing curriculum with a more relevant, vocationally oriented curriculum.

(b) incorporates the instruction and administration of a school into a cooperative unit of instruction.

(c) places greater emphasis on the delivery of career development than it does on academic learning.

(d) eliminates the need for career education courses at many grade levels.

(6) According to the Michigan Model, self-awareness and exploration activities focus primarily upon helping individuals:

(a) understand themselves in relation to their educational activities.

(b) understand themselves and others.

(c) identifying career information sources for purposes of pursuing a realistic career goal.

(d) understand the relationship between careers and a student's curriculum.

(7) Career awareness and exploration, according to the Michigan Model, is primarily concerned with:

(a) the development of training programs to provide individuals with the skills necessary for job entry.

(b) focusing the curriculum and guidance service on occupational resource information.

(c) the development of students' awareness of available job options.

(d) the development of a knowledge and understanding of the educational, social, work and leisure worlds.

(8) Decision-Making and Planning, according to the Michigan Model is concerned with:

(a) helping students pick a career so that their remaining education can be more meaningful

(b) providing appropriate work experience and training

(c) helping students to apply a systematic method of decision-making to their lives

(d) helping students identify career options which are available in their community

(9) Career Placement, according to the Michigan Model, is primarily concerned with:

(a) the establishment of educational criteria for job placement

(b) the development of student awareness of the utilization of the job placement programs

(c) the development of goal-oriented behavior in students

(d) the establishment of statewide regionalized job placement programs

(10) The attainment of essential vocational and academic skills is most closely identified with:

(a) Career Roles

(b) Career Development

(c) Career Preparation

(d) Career Information

## PART III

EXAMINE THE FOLLOWING ITEMS AND RATE YOURSELF ACCORDING TO THE DEGREE TO WHICH YOU FEEL THE STATEMENT REFLECTS YOUR SKILLS AT THE PRESENT TIME. PLACE AN "X" IN THE SPACE YOU FEEL BEST DESCRIBES YOU. THE FIRST ONE IS DONE FOR YOU AS AN EXAMPLE.

At this time, do you feel you have the skill necessary to:

(Example)
(1) Work effectively with other teachers?

Yes Absolutely
Absolutely:______:___X___:______:______:______:Not

(2) Articulate to others, a definition of career education?

Yes Absolutely
Absolutely:______:______:______:______:______:Not

(3) Develop lesson plans that incorporate career development content into my existing instruction?

Yes Absolutely
Absolutely:______:______:______:______:______:Not

(4) Articulate to others the Michigan Career Education Model?

Yes Absolutely
Absolutely:______:______:______:______:______:Not

(5) Specify performance goals and objectives for my instruction?

Yes Absolutely
Absolutely:______:______:______:______:______:Not

(6) Develop learner activities that are effective in achieving career development outcomes?

Yes Absolutely
Absolutely:______:______:______:______:______:Not

(7) Identify audio-visual and support materials to supplement my career development instruction?

Yes Absolutely
Absolutely:______:______:______:______:______:Not

(8) Contribute toward the development of a school and/or district career education plan?

Yes Absolutely:______:______:______:______:______: Absolutely Not

(9) Identify the role of the school in delivering career education?

Yes Absolutely:______:______:______:______:______: Absolutely Not

(10) Identify community resources that could supplement my career development instruction?

Yes Absolutely:______:______:______:______:______: Absolutely Not

## PART IV

READ EACH OF THE FOLLOWING COMPLETIONS TO THIS SENTENCE. INDICATE THE EXTENT TO WHICH YOU AGREE OR DISAGREE BY PLACING A CHECK IN THE APPROPRIATE BOX.

I believe that I have a responsibility, in my present position, to plan and deliver instruction which enables students to:

| | Strongly Agree | Agree | Not Sure | Disagree | Strongly Disagree |
|---|---|---|---|---|---|
| 1. Identify and explore alternative leisure roles and settings | | | | | |
| 2. Recognize self development is a life long process | | | | | |
| 3. Understand the nature of decision-making | | | | | |
| 4. Develop skill in monitoring progress on career plans | | | | | |
| 5. Acquire information about personal characteristics of self and others | | | | | |

| | Strongly Agree | Agree | Not Sure | Disagree | Strongly Disagree |
|---|---|---|---|---|---|
| 6. Identify and explore alternative family roles and settings | | | | | |
| 7. Implement educational and/or career plans. | | | | | |
| 8. Identification and exploration of options in terms of self assessment | | | | | |
| 9. Understand individual and group aspects of behavior | | | | | |
| 10. Identify and explore alternative citizen roles and settings | | | | | |
| 11. Acquire and apply interpersonal skills | | | | | |
| 12. Acquire knowledge and skills necessary to implement career plans | | | | | |
| 13. Identify and explore alternative occupational roles and settings | | | | | |
| 14. Develop skills in decision-making | | | | | |
| 15. Establish career plans | | | | | |
| 16. Recognize educational alternatives and their applications | | | | | |
| 17. Modify career plans to maintain consistency with changing career goals | | | | | |

## MODULE PLAN

### MODULE: WHAT NEXT?

Objectives:

The participant will know of future Career Education activities and efforts planned and/or conducted by the Michigan Department of Education, the Career Education Planning District, and his or her local school district.

The participant will identify next steps he or she can take to further Career Education in his or her district.

The participant will establish personal goals for the implementation of his or her career education curriculum and application of his or her knowledge and skill related to career education and the infusion process.

| Learner Activities | Learner Resources |
|---|---|
| Listen to a presentation from MDE, (EPD and local Career Education person) | Presenter:<br>Next steps for Career Education |
| Participate in brainstorming session (small or large group) to identify possible next steps for participants to further career education in their district. | Discussion leader*<br>Blackboard or newsprint |
| Establish personal goals for application of career education skills and materials. | "Personal Goal Setting" form |
| Leader Activities | Leader Resources |
|  | *Best person would be local career education person from participants' district. |

CONTINUED ON THE NEXT PAGE

| Leader Activities | Leader Resources |
|---|---|
| Arrange and prepare presenter(s) | Speaker(s) |
| Arrange and prepare group leader(s) | Group leader(s)* |
| Monitor sessions | |
| Orient participants to the "personal goal setting" form emphasizing your assurances that this will not become a teacher/counselor evaluation process. | "Personal Goal Setting" forms |
| Use example if necessary. | Example participant case |
| Determine closing message. | |
| | *Best person would be local career education person from participants' district. |

# PERSONAL GOAL SETTING

The skills and knowledge one gains through an in-service program are not automatically put into immediate use. Each of us is affected by many distractors which may hamper the immediate application of newly acquired skills or knowledge. One effective way of increasing the likelihood of making use of new knowledge and skills is to create a deliberate plan to do so. This worksheet is intended to help you set goals and plan activities to aid in the application of your new found or resharpened knowledge and skill. You are the primary user of this worksheet, it need not be submitted to anyone unless you wish to do so. Sharing the completed worksheet with key persons in your district may, however, enable them to help you follow through with your plans.

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# WORKSHEET

## Lesson Implementation

**Instruction: List the lessons or plans you developed in the first column. Estimate the starting date for each lesson or activity. Do not complete the third column until you have started the lesson.**

| Lesson Titles: | Project Starting Date: | Actual Starting Date: | Date Completed: |
|---|---|---|---|
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |

## Lesson Development

**Instructions: Consider the plans you have for the school year. Also consider continuing to develop career education lessons or units. Enter the names of the lessons you hope to develop during the year in the first column. Indicate some of the key strategies you hope to implement in the lesson (e.g. simulations, role playing, interviewing, hand-on-activities, etc.) and give yourself a target date for completing development of the lesson or unit.**

| LESSON TITLES: | KEY STRATEGIES: | COMPLETION DATE: |
|---|---|---|
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |

If you would like to plan to develop lessons but are unsure of the titles of those lessons, complete the following:

I hope to complete (number) lessons by (date).

| | |
|---|---|
| ______ | ______ |
| ______ | ______ |
| ______ | ______ |
| ______ | ______ |

## Sharing Ideas

Instructions: Many of the skills and knowledge you have gained through this in-service may be of interest to your colleagues. During the months ahead which of your colleagues can you orient to career education and the infusion process? What techniques might you use to accomplish this orientation, i.e., informal talk, observation, faculty meeting presentation?

| **Names of People to be Oriented** | **Method of Orientation** |
|---|---|
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |

# Professional Development

**Instructions:** In the first column, describe something you would like to know more about or something you would like to be able to do with respect to Career Education. In the second column, describe what you plan to do to acquire the new knowledge or skill. Be sure to consider; reading, classes, observations, interviews, and other activities which you feel would be effective.

| Career Education Knowledges or Skills: | Strategy: |
|---|---|
| | |
| | |
| | |
| | |
| | |
| | |
| | |

# Evaluation

**Instructions:** Give yourself a way of knowing when you have reached your goal. Describe what you will consider evidence that you are satisfied with your new abilities or knowledge which you described in column 1.

# UNIT V: OPTIONAL MODULES

## MODULE

## EXPANDING THE COOPERATIVE EFFORTS OF TEACHERS AND COUNSELORS

## MODULE

## USING COMMUNITY RESOURCES TO ENRICH YOUR SCHOOL'S CURRICULUM

## UNIT TABLE OF CONTENTS

OPTIONAL MODULES

Expanding the Cooperative Efforts of Teachers and Counselors.

Using Community Resources to Enrich Your School's Curriculum.

# EXPANDING THE COOPERATIVE EFFORTS BETWEEN TEACHERS & COUNSELORS

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# EXPANDING THE COOPERATIVE EFFORTS
# BETWEEN
# TEACHERS AND COUNSELORS

# FOREWORD

This module represents one important aspect of Career Education — the cooperative efforts between educators in developing curriculum. It is aimed specifically at a team consisting of a teacher and a counselor.

It is assumed that the team participants have an understanding and appreciation of Career Education and are familiar with the content of Career Development (e.g., A Reference Guide: Career Development Goals and Performance Indicators).

From the teacher's point of view, this module supplements the Infusion Process (as used in the Career Education Workshop Package) by dealing with some areas of Career Development that require more extensive planning and actual curriculum development cooperatively with the counselor.

Examples of possible Career Development areas to be considered for curriculum development are:

Personal Characteristics of Self and Others
Decision - Making Skills
Value Clarification
Occupational Clustering
Goal Setting
Career Planning
Self Exploration
Life Role Exploration

From the counselor's point of view, this module represents just one of several implications that Career Development has for the counselor's role and time -- that of combining efforts with teachers to develop relevant Career Guidance and Instructional programs. The scope of Career Guidance, however, is much greater than the limits of this singular module.

The Career Education Workshop Package focuses on infusion and includes an Infusion Handbook for Teachers and an Infusion Handbook for Counselors. Ideally, the teacher and counselor combining efforts to participate in this module would do so after completing the Infusion Handbook.

## LEARNER OBJECTIVES FOR THIS MODULE

1. To identify three ways the curriculum could be strengthened by the cooperative involvement of a counselor and a teacher.

2. To be able to identify where in the curriculum "guidance" activities are or could be implemented with the cooperative effort of a teacher and counselor.

3. For a counselor and teacher working together, to identify and plan (three) lessons, units, or activities; to develop a plan for the implementation of these activities.

## LESSON I

**INTRODUCTION**

Career development deals with such concepts as self awareness and assessment; growth and development; physical, intellectual, and emotional capabilities and differences; lifestyle preferences; changing family and sex roles; goal setting and career planning, etc.

Too often, these concepts are not considered a part of curriculum and are left for the counselor to deal with on a one-to-one basis. It is rapidly becoming apparent that this approach is inadequate; all students - not just the few individuals that are sent for counseling - have a need to become aware of and explore the concepts of self awareness, lifestyle preferences, etc.

Much of this awareness, exploration, decision-making, and goal setting can be most comfortably handled in large or small groups in the classroom situation where it will affect more students.

Teachers, with the instructional and curriculum development expertise - and counselors, with the guidance background and human interaction expertise, can combine efforts to more adequately meet the needs of the students and the community.

What are the benefits of combining the efforts of a counselor and teacher?

(1) To provide more career development learning experience to more students.

(2) To release the teacher for more individual and small group work in meeting individual needs.

(3) To provide the counselor with opportunities to address the needs of all students (in the areas of self awareness, decision-making, etc.) in a small or large group setting rather than one-to-one.

(4) To offer the community a visable team effort to programmatically meet its needs and concerns.

The rationale in the past for counselors and teachers not working together rests on the foundation of three statements which are inaccurate.

(1) Guidance and instruction are two separate domains and should be dealt with independently.

(2) Teachers have no guidance competencies.

(3) Counselors should not deal with the curriculum.

These statements become inaccurate as one observes the interaction between a teacher and a student. It would be very difficult in that situation to identify the teacher as only instructing; the teacher is most likely also helping the individual deal with needs, capabilities, interests, values, etc.

Likewise, in a counseling situation, it would be just as difficult to separate the guidance and instruction aspects of that particular situation.

AT THIS POINT, IF YOU AS A TEACHER OR COUNSELOR SEE THE VALUE OF INVOLVING ONE ANOTHER IN YOUR CAREER EDUCATION EFFORT, CONTINUE WITH THIS MODULE TO GAIN SOME IDEAS OF HOW TO ACCOMPLISH THIS.

Approaching the person you would like to involve in your program may be a reluctant first step. Four things to keep in mind are:

(1) Approach the other person from his or her frame of reference, recognizing his or her qualifications and your need for help in dealing with many of the Career Development concepts you think should be in the curriculum.

(2) Have some suggestions for kinds of activities* in mind to discuss and also discuss times for involvement that would be convenient to both of you.

(3) Stress that you are committed to pursuing this involvement in order to provide students with the benefit of cooperative efforts between qualified educators.

(4) If you get turned down, try again.

## TASKS

Please complete these tasks in the order presented.

1. Identify a teacher or counselor to be your team member.

*See page V-8 (Items 1 - 7) for examples.

2. Purchase or make a notebook which you can use as a journal to log thoughts, suggestions, ideas, etc., you would like to remember.* The team may keep their log together or each may record in a separate log.

3. Discuss with your team member for this module the concept of counselor/teacher cooperative involvement in the instructional program or the guidance program and reasons for combining efforts. Record the outcomes of this meeting in your journal.

4. Together, review the document, A Reference Guide: Career Development Goals and Performance Indicators, included in this workshop, and add to your log a list of at least five Career Development concepts that could be infused most effectively through the cooperative efforts of teachers and counselors.

5. Together, discuss with one of your administrators, if available, the possibility of the cooperative involvement between counselors and teachers in implementing Career Education. Record the outcomes of this meeting in your journal.

*This log may be used in any of the following ways:

- to encourage and provide leadership to other teachers and counselors who would like to work together.
- to provide you with feedback on feelings and tasks involved with this process.
- to serve as a diary for future reference.

POST-TEST (To be completed as a team)

| | YES | NO |
|---|---|---|
| 1. Have you identified a counselor or teacher to be your team member? | | |
| 2. Have you acquired a notebook to use as a journal? | | |
| 3. Have you discussed the concept of cooperative efforts with your team member? | | |

YES NO

4. Have you selected 5 career development concepts from The Reference Guide?

5. Have you recorded in your journal?

6. Did you discuss your cooperative efforts with your administrator?

7. If your answer to any of the above questions is no, please write a brief explanation of your reason for answering no.

8. Explain how you approached your team member to ascertain his or her willingness to get involved in a cooperative venture.

9. List the three ways your program will be strengthened by your cooperative venture.

## LESSON II

## SUGGESTIONS FOR COUNSELOR/TEACHER COOPERATION

Career Education is opening the doors to communication between and among educators: administrators, specialists, counselors, and teachers. The doors are opening because it is becoming apparent that no one educator alone can adequately cover the concepts and subjects needed by individuals to plan and implement their life roles. There has to be cooperative effort.

What are some types of activities teachers and counselors could work together on? Here are a few ideas:

(1) To plan and organize a community resource file of possible role models - resource persons representing different leisure, family, citizen, and occupational roles.

(2) To plan and organize a community file of possible field trips, field observations, and exploration experiences.

(3) To help locate and plan use of resource materials - books, filmstrips, occupational information, interest inventories, journals, etc. - needed in curriculum development and/or individual planning.

(4) To plan and organize role model presentations - (contacting community persons, finding an appropriate time, helping these persons to prepare their presentations to meet the needs and level of the students, and getting their commitment).

(5) To help plan and coordinate field observations, field trips, simulations, and exploration experiences to meet the needs and level of the students.

(6) To help plan small and large group activities that supplement curriculum and enhance instructional objectives.

(7) To plan guidance units or modules such as Decision Making, Value Clarification, Self Assessment, Goal Setting, Inter-personal Skill Development, etc., to implement into the instructional program.

(8) Can you think of any others? If so, list them here.

## TASKS

1. As a team, discuss some realistic ways for a teacher and a counselor to become cooperatively involved in the instructional program. Record the main points of this conversation in your log.

2. From the seven suggestions stated in Lesson II or others you identify, list at least three that seem desirable in terms of you and your situation. Explain why each is desirable.

3. As a team:

   A. Discuss your ideas for cooperative involvement.

   B. Discuss the ideas you identified above as desirable ways to combine your efforts.

   C. Discuss time implications and commitment to the success of this venture.

   D. Add pertinent comments to your log.

## POST-TEST (To be completed as a team.)

| | YES | NO |
|---|---|---|
| 1. Have you discussed some realistic ways to become cooperatively involved? | | |
| 2. Have you selected three that seem desirable and appropriate to your situation? | | |
| 3. Have you discussed the time implications for this venture? | | |
| 4. Are you both commited to the success of your cooperative efforts? | | |
| 5. Have you added pertinent comments to your log? | | |

6. If your answer to any of the above questions is no, please write a brief explanation of your reason for answering no.

## LESSON III

**WORKING TOGETHER**

There are many specific activities that can be more completely planned and implemented when the counselor and teacher work together. For example, the following listed activities lend themselves to a team effort. (These activities are described in the Appendix, starting on page 31 of this module).

-Family, Leisure, Citizen, and Occupational Role Model Presentations

-Glasser Classroom Meetings (Growth Groups)

-Decision Awareness Module

-Decision-Making Module

-Value Clarification Module

-Lifestyle Exploration Module

-Behavioral or Contingency Contracts

-DUSO (Developing Understanding of Self and Others)

-Elementary School Employment Service

-Interpersonal Communication Skills Module

-Community Resource Survey

-Business and Industry Visits

-Leisure Time Mini Courses

You could add other activities to this list - some activities which you may have wanted to implement, but perhaps did not have the resources or help in planning that was necessary.

**TASKS**

1. Together think of two activities you could add to the list of activities presented in Lesson III and write a brief description of them in the space below.

   A.

   B.

2. The activities presented in Lesson III will have more meaning if you can see what the counselor's role is and what the teacher's role is and how the two work together.

   The Appendix (starting on page 31) describes each of the activities presented in Lesson III in terms of an Overview, Suggested Materials, and General Implementation Steps (the counselor's role and the teacher's role).

   Read the Appendix of this module carefully. Please note how each activity is associated with at least one Career Development Goal (taken from A Reference Guide: Career Development Goals and Performance Indicators).

3. Now - from the list of activities presented in Lesson III and the two you added on the top of this page, please choose three activities or units you want to plan and implement together as soon as possible. Write a description of each activity.

   A. Activity Description:

   B. Activity Description:

   C. Activity Description:

4. As a team:

   A. Transfer the three activities you both agreed to implement cooperatively on the blank worksheets. (See pages V-12, V-13, V-14)

   B. Complete the implementation steps on pages V-12, V-13 and V-14 for the activities you have chosen.

   C. Add pertinent comments to your log.

## ACTIVITY DESCRIPTION:

Component:

Goal _____:

Sub Goal _____:

### OVERVIEW

### SUGGESTED MATERIALS

### IMPLEMENTATION

ACTIVITY DESCRIPTION:

Component:

Goal _____:

Sub Goal _____:

| OVERVIEW | IMPLEMENTATION |
|---|---|
| | |
| SUGGESTED MATERIALS | |
| | |

Component:

Goal _____:

Sub Goal _____:

ACTIVITY DESCRIPTION:

OVERVIEW

SUGGESTED MATERIALS

IMPLEMENTATION

**POST-TEST** (To be completed as a team)

| | YES | NO |
|---|---|---|
| 1. Have you added two activities to the list of activities on page 10? | | |
| 2. Have you read the Appendix of activities? | | |
| 3. Have you selected three activities you would like to plan and implement together? | | |
| 4. Have you written a description of each activity? | | |
| 5. Have you transferred the activities to the worksheets, selected goals and described the implementation steps? | | |

6. If your answer to any of the above questions is no, please write a brief explanation of your reason for answering no.

7. For each of the three activities you have described, identify one reason why this activity can more effectively be planned and implemented by combining your efforts.

# LESSON IV

## COOPERATIVE PLANNING

Preparing for an activity is one of the most important steps in implementation. If the leg work is done beforehand, it assures your students of gaining maximum benefit from that activity.

There are five areas to consider when developing a lesson or activity:

1. Learner Objectives

   Performance indicators are statements of learner outcomes. When you add the conditions and criteria of measurement (how measured, how well, and when measured) to a performance indicator, you have a learner objective for your activity or unit.

2. Teacher Pre-planning; Implementation

   This describes in detail what the teacher will do to prepare for and implement this activity.

3. Counselor Pre-planning; Implementation

   This describes in detail what the counselor will do to prepare for and implement this activity.

4. Learner Activities

   These describe numerous activities and resources which enable students to achieve success in meeting the objectives of this activity or unit.

5. Evaluation

   This measures the degree to which each student has mastered the objective of the activity or unit. In stating the learner objective, you have indicated the evaluation technique.

YOU ARE NOW READY TO WORK WITH YOUR TEAM PARTNER TO DEVELOP A LESSON ACTIVITY. GO ON TO THE NEXT PAGE.

TASKS

1. Arrange for your team member to work with you on these tasks. Please do the tasks in the order they are presented.

2. Together, choose one of the activities or units you described on pages V-12, V-13 and V-14 to utilize in developing a plan.

3. Study the Exemplary Lesson Plan on pages V-19 and V-20. Make additions or suggestions on that lesson plan to improve it.

4. Fill out the forms on pages V-21 and V-22 for the activity or unit you have chosen. The following steps will help you.

   A. Learner Objectives

   Using the description of this activity or unit you both wrote and the document, A Reference Guide: Career Development Goals and Performance Indicators, you are now ready to choose the specific outcome statements (performance indicators) you hope to achieve with this activity or unit. The indicators must be restated as learner objectives.*

WRITE THE PERFORMANCE INDICATORS YOU HAVE CHOSEN, AS LEARNER OBJECTIVES IN THE APPROPRIATE SPACE.

   B. Teacher Pre-planning; Implementation

   There are two phases to this section. One - Pre-planning, describes the planning phase of the activity or unit, such as, contacts with your team partner, ordering supplies and materials, etc. Two - Implementation, the actual activity preparation, such as arranging for field trips, role model presentations, checking out books, filmstrips, etc.

DESCRIBE IN DETAIL THE TWO PHASES OF PREPARATION FOR A TEACHER IMPLEMENTING THIS ACTIVITY OR UNIT.

   C. Counselor Pre-planning; Implementation

   Using the two phases outlined in the Teachers Pre-planning; Implementation section above (B)

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*See pages V-79 and V-80 of the Infusion Handbook for Teachers or A Self Instructional Module on Writing Performance Objectives, included in this workshop package.

**DESCRIBE IN DETAIL THE TWO PHASES OF PREPARATION FOR A COUNSELOR IMPLEMENTING THIS ACTIVITY OR UNIT.**

D. Learner Activities

Identify a series of activities which would allow students to achieve success in meeting the stated learner objectives. Each learner activity should start with a verb and describe what the student would do:

- View filmstrip, I Like You Because....
- Make a collage
- Listen to presentation by a carpenter
- Participate in small group discussion, etc.

**LIST THE LEARNER ACTIVITIES AND SPECIFIC RESOURCES NEEDED IN THE APPROPRIATE SPACE.**

E. Evaluation

The evaluation plan was a specific part of writing the objectives for the activity or unit. This plan will help you determine the degree to which each student has mastered the objectives.

Examples: Student reports
Reacting to problems
Projects
Photographs or slides
Paper and pencil tests, etc.

It is entirely possible that some of your students can demonstrate the knowledge or behavior that your activity or unit calls for. For this reason, you should specify a Pre-Test to help you assess where your students are prior to implementation of the activity or unit.

**DESCRIBE THE EVALUATION PLAN FOR YOUR ACTIVITY OR UNIT.**

5. Together, decide an appropriate time and place to implement the activity you have just planned.

6. As you are completing your lesson plan, record pertinent comments, thoughts, and feelings in your log.

Exemplary Lesson Plan

ACTIVITY: Sex Role Stereotyping (Grades 2-6
(To be integrated during Social Studies)

LEARNER OBJECTIVES: Without instructional aids or notes, the individual will list on paper, three options that are recently more available to women planning to enter the work force and three options that are now more available to men. For each option listed, the individual will give one reason why the option has just recently become more available. Evaluation: as agreed on by a small group of students and the teacher.

| TEACHER Pre-planning | COUNSELOR Pre-planning | LEARNER ACTIVITIES | EVALUATION PLAN |
|---|---|---|---|
| Arrange for counselor to observe me in the classroom to help me determine if I am stereotyping boys' and girls' roles.<br>Plan learner activities.<br>Meet with librarian to find appropriate books and AV materials. | Set up time to observe teacher. Arrange to discuss observations and ways to deal with sex role stereotypes.<br>Plan learner activities.<br>Meet with P.E. teacher to discuss programs for including both boys and girls.<br>Contact possible role models to determine their interest and availability. | | **Pre-Test**<br>What is sex discrimination?<br>Describe a trend in the world of work pertaining to employment opportunities for men and women.<br>**Post-Test**<br>A written report of new options available to men and women as employment possibilities and reasons for these new options. |
| IMPLEMENTATION | IMPLEMENTATION | | |
| Monitor activities | | Interview relatives and/or friends to determine tasks performed in the home.<br>Report findings to the class.<br>Discuss which tasks must be performed by either male or female and which can be performed by either and why.<br>Prepare a class chart. | Class Chart:<br>Tasks Male Female Eithe |

ACTIVITY: continued: Sex Role Stereotyping

LEARNER OBJECTIVES:

| TEACHER IMPLEMENTATION | COUNSELOR IMPLEMENTATION | LEARNER ACTIVITIES | EVALUATION PLAN |
|---|---|---|---|
| Discuss with counselor how to prepare role model panel for their presentation. | Arrange for role model panel:<br>female fisher<br>telephone lineswomen<br>male nurse<br>male knitter<br>Congresswomen | Prepare questions to ask role model panel.<br>Listen to and observe the panel presentation.<br>Ask prepared questions. | Checkpoint:<br>Summarize observations and feelings in a two-page report. |
| Check out appropriate literature from the library (e.g., The Little Miss Muffet Fights Back Bibliography). | | Read books.<br>View filmstrips. | Checkpoint:<br>Orally express opinion on women working in jobs that traditionally belong to men. |
| Plan for field observation. | Arrange for field observation to hospital. | Observe which duties are performed by men and which are performed by women during field trip.<br>Report observations to the class. | |
| Arrange for books and materials from media center.<br>Monitor activity. | | Write a class poem about new occupations for men and women. | |

ACTIVITY:

LEARNER OBJECTIVES:

| TEACHER Pre-planning | COUNSELOR Pre-planning | LEARNER ACTIVITIES | EVALUATION PLAN |
|---|---|---|---|
| | | | |
| IMPLEMENTATION | IMPLEMENTATION | | |
| | | | |

ACTIVITY: continued

LEARNER OBJECTIVES:

| TEACHER IMPLEMENTATION | COUNSELOR IMPLEMENTATION | LEARNER ACTIVITIES | EVALUATION PLAN |
|---|---|---|---|
| | | | |

ACTIVITY:

LEARNER OBJECTIVES:

| TEACHER Pre-planning | COUNSELOR Pre-planning | LEARNER ACTIVITIES | EVALUATION PLAN |
|---|---|---|---|
| | | | |
| IMPLEMENTATION | IMPLEMENTATION | | |
| | | | |

ACTIVITY: continued

LEARNER OBJECTIVES:

| TEACHER IMPLEMENTATION | COUNSELOR IMPLEMENTATION | LEARNER ACTIVITIES | EVALUATION PLAN |
|---|---|---|---|
| | | | |

## POST-TEST

YES NO

1. Have you chosen an activity to use to develop into a Lesson Plan?

2. Did you study the Exemplary Lesson Plan?

3. Have you completed the blank Lesson Plan forms on pages V-21 and V-22?

DID YOU HAVE ANY PROBLEMS FILLING IN:

4. a learner objective for your plan?

5. the teacher pre-planning; implementation section?

6. the counselor pre-planning; implementation section?

7. the learner activity section?

8. the evaluation section?

9. If you answered yes to any of the questions 4-8, please write a brief explanation of your reason for answering yes.

10. Have you planned a time to implement this Lesson Plan? ______

Please describe________________________________________________

________________________________________________________

________________________________________________________

11. Together using the two remaining activities you described on pages V-12, V-13 and V-14, complete the Lesson Planning Forms following this page and plan a time to implement these activities.

This module focuses on one important aspect of career education -- counselors and teachers working together to deliver career development content. It is hoped that after you have completed this module, you will continue to work together and involve others in a cooperative venture.

ACTIVITY:

LEARNER OBJECTIVES:

| TEACHER Pre-planning | COUNSELOR Pre-planning | LEARNER ACTIVITIES | EVALUATION PLAN |
|---|---|---|---|
|  |  |  |  |
| IMPLEMENTATION | IMPLEMENTATION |  |  |
|  |  |  |  |

ACTIVITY: continued

LEARNER OBJECTIVES:

| TEACHER IMPLEMENTATION | COUNSELOR IMPLEMENTATION | LEARNER ACTIVITIES | EVALUATION PLAN |
|---|---|---|---|
|  |  |  |  |

ACTIVITY: continued

LEARNER OBJECTIVES:

| TEACHER IMPLEMENTATION | COUNSELOR IMPLEMENTATION | LEARNER ACTIVITIES | EVALUATION PLAN |
|---|---|---|---|
| | | | |

ACTIVITY:

LEARNER OBJECTIVES:

| TEACHER Pre-planning | COUNSELOR Pre-planning | LEARNER ACTIVITIES | EVALUATION PLAN |
|---|---|---|---|
| | | | |
| IMPLEMENTATION | IMPLEMENTATION | | |
| | | | |

ACTIVITY: continued

LEARNER OBJECTIVES:

| TEACHER IMPLEMENTATION | COUNSELOR IMPLEMENTATION | LEARNER ACTIVITIES | EVALUATION PLAN |
|---|---|---|---|
| | | | |

# APPENDIX

The following activity descriptions were developed by the Career Guidance, Counseling and Placement Project, University of Missouri-Columbia, funded through a grant (OEGO-71-4463) from the U.S. Office of Education, Bureau of Occupational and Adult Education.

## ACTIVITY: Career Role Models

Component: Career Awareness and Exploration

Goal 6 : Identification and exploration of alternative occupational roles and settings.

Sub Goal 6.1 : For the individual to understand the relationship between an occupational role, its settings, and lifestyle.

### OVERVIEW

Parents and community member volunteers will come to the class during a career related activity unit for one or more of the following specific purposes:

- to share leisure experiences
- to share family role experiences
- to share citizen role
- to model the uniform and/or equipment used on the job
- to share duties and requirements of the job
- to provide information about lifestyle

### SUGGESTED MATERIALS

Letters to be sent to parents

Forms to be filled out by volunteer Role Models

### IMPLEMENTATION

1. The counselor and teacher will be the main speakers at community meetings to describe some of the career activities and units being experienced in the classroom.
2. Accompanying the counselor and teacher to these meetings will be volunteer parents who will demonstrate for the group how they participate in the classroom as career role models.
3. The counselor and teacher will provide a form for those willing to serve as Career Models to complete at the meetings.
4. The counselor will compile the expertise of the volunteers into categories, and then meet with the volunteers, either in groups or individually, to discuss ways they might model their careers.
5. The teacher will also recruit volunteers by sending home letters explaining to parents the Career Role Model program and asking for volunteers.
6. The counselor and teacher will discuss with students the variety of ways Career Models may be used in the classroom.
7. The counselor and teacher will provide means of evaluating the Career Role Models activity in order to offer suggestions for improvement.
8. Counselor, teacher, and students develop a plan for being a Career Role model in the classroom.

## ACTIVITY: Business and Industry Visits

Component: Career Awareness and Exploration

Goal 6 : Identification and exploration of alternative occupational roles and settings.

Sub Goal 6.3 : For the individual to acquire information about occupations (e.g., major duties, entry requirements, income, working conditions, job market, etc.)

### OVERVIEW

These visits will provide students with the opportunity to observe workers in their functional settings. On-site visits provide an opportunity to expand one's base of information. The focus on these will be on the people and the tasks they perform as well as the product they produce. Business and industry visits may be organized around small groups as well as whole classroom groups.

### SUGGESTED MATERIALS

### IMPLEMENTATION

1. The counselor and teacher will survey businesses and industries to find those willing to participate in an on-site visitation program.
2. The counselor and teacher will contact each business and industry in person to discuss the variety of purposes of on-site visits.
3. The counselor will provide and establish a file for staff members of participating businesses and industries for use by all instructional staff.
4. The counselor and teacher will work with students to consider the purposes to be accomplished by the visit.
5. The counselor and teacher will plan follow-up and evaluation activities.
6. Counselor, teacher, and students will plan and implement a business and industry visit.

## ACTIVITY: Glasser Classroom Meetings

Component: Career Decision Making

Goal 10 : Understanding the nature of decision making.

Sub Goal 10.1 : For the individual to identify situations and events in his or her life that involve decisions.

### OVERVIEW

Glasser Classroom Meetings are designed as a nonjudgmental problem solving technique. The basic group-types are: social-problem-solving, open-ended and educational diagnostic. One of the features of Glasser Classroom Meetings is that all the staff members are urged to participate as group leaders. The group leader, though a facilitator, is considered an equal member of the group. The focus is on making decisions which will affect the group positively. It is suggested that classroom meetings be held daily.

### SUGGESTED MATERIALS

Schools Without Failure, William Glasser, Harper and Row, 1969

Educator Training Center
2140 West Olympic Boulevard
Los Angeles, California 90006

### IMPLEMENTATION

1. After obtaining commitment from the administrators, the counselor will plan and conduct staff development sessions for interested teachers.
2. The counselor will model Glasser Classroom Meetings for the teacher.
3. The counselor and teacher will initiate Glasser Meetings into the instructional program.
4. The counselor and teacher will plan with staff members times when personnel such as principal, nurse, physical education teacher, etc. will act as classroom group leader.
5. The counselor will be available for consultation as well as acting as a group leader.
6. The counselor and teacher will plan for follow-up and evaluation activities.

ACTIVITY: Decision Making Module
Grade Level 7-9

**Component:** Career Decision Making

**Goal** 11 : Skill development in the decision making process.

**Sub Goal** 11.1 : For the individual to acquire skill in developing options.

## OVERVIEW

A module of activities which allows the student to practice the decision making process. The experiences will include simulating future and present decision making situations. Through group work individuals will be able to compare the way they make decisions with the way others make decisions. The culminating ninth grade activity will be that the student will utilize decision making skills in planning for high school.

## SUGGESTED MATERIALS

## IMPLEMENTATION

1. The counselor and teacher will develop a module of simulated decision making activities. Some suggestions are:

    a. Lifestyle Planning: Small groups of students (3-6) will plan a typical week in a hypothetical student's life. This lifestyle plan will include class time, leisure activity, interaction with others, and daily responsibility. Each group will plan a graphic presentation of their student's week, explaining how they used the decision making process in their group experience.
    b. Educator-For-A-Day: In this activity, students assume the roles of school personnel for one day. Students must decide the role for which they will apply and why they feel they can fulfill that role. The counselor will work with the Student Government to establish and carry out procedures for this activity. These will include: methods of applying for positions, interviewing and selection procedures. Those selected will plan with their role model the activities for the day. Three types of evaluation will culminate this activity: The students who assumed roles will evaluate their roles in terms of

ACTIVITY: Decision Making Module (continued)

Component:

Goal 11 :

Sub Goal 11.1 :

| OVERVIEW | IMPLEMENTATION |
|---|---|
| | (cont.)<br>the advantages and disadvantages of that role as a future occupation for them. They will also identify decisions they made in fulfilling their role. Students in classes will evaluate activity in terms of their feelings about the "Educator-For-A-Day" activity.<br>c. Career Simulation:* This activity will take place for a period of one week during which students will project themselves into the world of work.<br>Students will simulate the role of a worker in terms of the following: interests, personality characteristics, aptitudes, training requirements, employment opportunity, and job entry procedures.<br>At the end of the week, students will reach a decision of acceptance or rejection of this worker role in terms of an occupational possibility for themselves.<br>2. The counselor will plan with the teacher a time to implement this program.<br>3. The counselor and teacher will plan with students methods of evaluating this program. |

SUGGESTED MATERIALS

*Optional Module: Designing and Using Simulations To Provide Career Exploration Opportunity.

ACTIVITY: Decision Awareness
Grade Level K-3

Component: Career Decision Making

Goal 10 : Understanding the nature of decision making.

Sub Goal 10.1: For the individual to identify situations and events in his or her life that involve making decisions.

## OVERVIEW

This module of activities provides students with opportunities to become aware that they make a multitude of decisions daily. Elements of decision making, such as planning, prediction and time concepts will be included.

## SUGGESTED MATERIALS

## IMPLEMENTATION

1. The counselor and teacher will work together to create a module of activities to implement Decision Awareness in the classroom. Some suggested activities are:

   a. Decision Charts: The class will develop a series of charts which depict decisions made during various time segments, e.g., from getting up to arrival at school; from beginning to end of recess, during lunch, and from time school ends until dinner. In discussions students will become aware that the series of decisions they make differs from those others make.

   b. Plan-A-Day: The class will work together to plan the classroom activities for a day.

      After the activities have been decided, the students will identify influences upon their decisions such as: which decisions had to be made immediately, which decisions were made by others for them, which decisions depended upon previously made decisions, and which decisions could have been made later in the day. They will discuss those decisions which were most difficult to make and why.

   c. Life-style Prediction: The class will be divided

(continued on next page)

ACTIVITY: Decision Awareness (cont.)

Component:

Goal 10 :

Sub Goal 10.1 :

OVERVIEW

IMPLEMENTATION

into small groups (3-6 students). Each group will decide on one occupation they find interesting. Together they will discuss and predict what type of lifestyle a person in this occupation might have and will chart their predictions in terms of: hours on the job, home life, leisure activities, responsibilities and duties, salary, and job entry requirements.

The groups will check the accuracy of their predictions in one of a number of ways:

1. Using the Community Resource File, obtain an address of a community member and request a reaction to predictions.
2. Contact the community members by telephone and report to the class the accuracy of their predictions.
3. Invite the community members to the class to check the accuracy of their predictions.
4. Check occupational information literature as to the accuracy of their predictions.

d. Evaluating Alternatives: Working in small groups, the students will identify alternative ways of accomplishing a specific task. From their lists,

(Continued on next page)

SUGGESTED MATERIALS

ACTIVITY: Decision Awareness (cont.)

Component:

Goal 10 :

Sub Goal 10.1 :

**OVERVIEW**

**IMPLEMENTATION**

each group will select what they feel to be the best alternative. After the task is completed, the class will discuss reasons for their selection of alternatives.

2. The counselor will be available to assist the classroom teacher in the implementation of this program.

3. The counselor will plan small group activities for those students having difficulty with Decision Awareness.

4. The counselor, teacher, and students will plan methods for evaluating the program.

**SUGGESTED MATERIALS**

ACTIVITY: Decision Making and Value Clarification Kits
Grade Level: 10-Adult

Component: Career Decision Making

Goal 11 : Skill Development in the decision making process.

Sub Goal 11.2: For the individual to acquire skill in relating factors that influence a decision to identified options.

## OVERVIEW

Several developmental kits have been published for the purposes of increasing decision making skills and to enhance value clarification.

Three kits have been selected for presentation in this activity. They are:

1. "Search for Values": The high school portion of the "Dimensions of Personality" include a recording of daily value decisions in the form of a diary. Thus, students begin looking at their lives and the influence their values have on them. Individual as well as group activities are included.
2. "Career Decisions": This kit published by the J.C. Penny Company, aids students in becoming aware of the many influences upon job choice. Elements of occupational (cont)

## SUGGESTED MATERIALS

Career Decisions, Gelatt, Varenhorst, Carey

Deciding, College Entrance Examination Board, 1972

## IMPLEMENTATION

1. To prepare for this activity, counselor will become familiar with the suggested kits as well as other decision making and value clarification materials.
2. The counselor and administrators will plan and implement a staff development session.
3. The counselor and teacher will plan individual classroom decision making and value clarification programs to be implemented and will determine an appropriate time and setting.
4. The counselor will be available to assist teachers with specific implementation problems and/or to supply additional resources.
5. The counselor will organize small group activities for those students who need additional skills in the decision making process.
6. The counselor and teacher will plan follow-up and evaluation activities.

ACTIVITY: Decision Making and Value Clarifications Kits (cont.)

Component:

Goal 11 :

Sub Goal 11.2 :

OVERVIEW

choice such as personal assessment, job attitudes, values and job market are examined.

3. "Deciding": Published by College Entrance Examination Board, this program is intended for use with junior and senior high school students to help them to learn more about themselves and about a systematic process for making decisions; counselors, teachers, and other educators who wish to teach decision making will find this kit very helpful.

SUGGESTED MATERIALS

Programs for Educational and Career Exploration (P.E.C.E.), University of Georgia, 1970.

Search for Values, Pflaum, Standard, 1972

IMPLEMENTATION

ACTIVITY: Contingency Contracting
Grade Level K-3

COMPONENT: Self Awareness and Assessment

GOAL 2 : Recognition of self development as a life-long process.

SUB GOAL 2.2 : For the individual to establish goals to direct self development

## OVERVIEW

Contingency contracting is a procedure in which a reward or reinforcement is presented contingent upon performance of a specified behavior. Students will identify the behavior to be modified and specify the terms of the contract.

## SUGGESTED MATERIALS

How to Use Contingency Contracting in the classroom, Lloyd Homme, Research Press, 1969

## IMPLEMENTATION

1. The counselor and teacher will discuss the procedure for establishing contingency contracts within the classroom.

2. The teacher and counselor will present "Contingency Contracting" to students.

3. The counselor will assist students and teachers with identification of behaviors to be modified. Students might also be used to monitor each others' progress on contracts.

4. Counselor will provide follow-up and evaluation procedures.

ACTIVITY: Duso Kit
Grade Level K-3

Component: Self Awareness and Assessment

Goal 1 : Acquisition of information about personal characteristics of self and others

Sub Goal 1.1 : For the individual to recognize similarities and differences between his or her physical, intellectual, and emotional characteristics and those of others.

## OVERVIEW

The "Developing Understanding of Self and Others (DUSO) Kit" is a developmental guidance kit to be utilized by the classroom in grades K-3. It may also be used by the counselor (or others) in small group situations.

DUSO is the first of two developmental kits based on the Adlerian model of psychology. The DUSO activities make extensive use of listening, inquiry, and discussion approaches to learning.

Components of DUSO Kit are: storybooks, posters, records or cassettes, puppet and role playing cards, and puppets. The teacher's manual offers excellent suggestions for using the kit.

## SUGGESTED MATERIALS

Developing Understanding of Self and Others:
D-1, American Guidance Services, Inc.,
Circle Pines, Minnesota 55014

## IMPLEMENTATION

1. The teacher and counselor will plan how to get a DUSO kit.
2. The teacher and counselor will plan sessions to familiarize themselves with the materials.
3. Following the sessions, the counselor and teacher will plan a time for implementing the DUSO kit in the instructional programs.
4. After program is initiated, the counselor and teacher will identify students who may benefit most from small group interaction. The counselor will establish and conduct these groups.
5. The counselor and teacher will plan and carry out follow-up and evaluation methods for the program.

## ACTIVITY: Elementary School Employment Service

Component: Career Planning and Placement

Goal 14 : Acquisition of knowledge and skills necessary to implement career plans.

Sub Goal 14.2 : For the individual to identify and acquire information and skills necessary to gain employment related to identified career goals.

### OVERVIEW

Provides students with work experiences at a relatively young age and an opportunity to learn about rules of work through a simulated job experience

Elementary students are given the opportunity to assess their interests and apply and interview for job positions in the school structure, e.g., safety patrol, service squad, office helpers, lunch and cafeteria helpers.

### SUGGESTED MATERIALS

Dictionary of Occupational Titles
(source for exemplary job descriptions)

Classified ads

Job descriptions, application blanks, interview forms from local businessmen

### IMPLEMENTATION

1. The counselor and teacher will initiate the elementary school employment service by organizing a committee of staff and students to carry out the following tasks:

    - determining the kinds of jobs available, qualifications for specific jobs, interview and selection procedures, time limits, job transfer procedures, employment rules and regulations.
    - developing necessary materials such as job advertisements, application forms, interview forms.
    - scheduling procedures which permit students to leave classes to perform jobs.
    - developing compensation system to be used to recognize student job performance.
    - publicizing the employment service and encouraging participation.
    - planning and conducting periodic evaluation to determine necessary modifications.

2. The counselor and teacher will plan related classroom activities such as learning how to fill out applications and developing appropriate interviewing behaviors.

3. The counselor will recruit community resource people to participate, e.g., personnel managers to simulate interview situations.

ACTIVITY: Interpersonal Communication Skills

Component: Self Awareness and Assessment

Goal 4 : Acquisition and application of interpersonal skills.

Sub Goal 4.2 : For the individual to acquire listening, attending, responding, and initiating skills.

## OVERVIEW

The Interpersonal Communication Skills program has as its purpose the facilitation of communication skills in individuals.

## SUGGESTED MATERIALS

Encounter in the Classroom: New Ways of Teaching, Elizabeth Hunter, Holt, 1971

Helping and Human Relations, Vol. 1, Robert R. Carkhuff, Holt, Rinehart and Winston, Inc., 1969

## IMPLEMENTATION

1. The teacher and counselor will gather materials for the purpose of creating an Interpersonal Skills program. (See suggested materials.)

2. The counselor will work with the teacher to integrate communication skill building activities (see suggested materials) into the instructional program.

3. Teacher and counselor will work together to identify students who would benefit from small group activity in building interpersonal communication skills.

4. The counselor will organize and conduct small groups for the purpose of improving communication skills.

5. The groups will focus on identifying verbal and non-verbal communication methods.

6. Students, teacher, and counselor will establish follow-up and evaluation procedures.

ACTIVITY: Community Resource Survey

Component: Career Awareness and Exploration

Goal 6 : Identification and exploration of alternative occupational roles and settings.

Sub Goal 6.2 : For the individual to recognize that occupations tend to cluster in several ways.

## OVERVIEW

The Community Resource Survey provides involvement on the part of students and other members of the community in the exploration of the world of work.

Through actual interviews with local people in various work settings, students develop a current, highly relevant picture of the local job market. From these interviews students will classify information into a card file to be utilized in the Career Resource Center.

## SUGGESTED MATERIALS

List of possible community contacts such as:

1. Parents
2. Former students
3. Membership listings of civic and union groups
4. Members of business, industry and labor.

Interview forms

## IMPLEMENTATION

1. The counselor and teacher will initiate the Community Resource Survey, and stimulate student and community interest.
2. A letter will be sent by the counselor to resource people explaining the purpose of the survey as it relates to the total career guidance program.
3. The counselor, teacher, and students will work together to develop interview procedures and forms to be used.
4. Students will select a specified number of community contacts and with the aid of the counselor will arrange and conduct interviews.
5. Following the interviews, the counselor will work with the students to organize a filing system.
6. The file will be placed in the Career Resource Center where it will be readily accessible.
7. Students and teachers staff may make use of the resource file in several ways. For example:
    a. To find sources for field trips.
    b. To locate persons in the community for classroom visits or interviews.
    c. To identify sources for exploration experiences.
    d. The counselor, teacher, and students will periodically update the file to ascertain whether resource persons are still interested in continuing as consultants, and to increase the number of resource people through additional community contacts.

ACTIVITY: Leisure Time Mini-Courses

Component: Career Awareness and Exploration

Goal 7 : Identification and exploration of alternative leisure roles and settings.

Sub Goal 7.1 : For the individual to understand the relationship between leisure roles and lifestyle.

## OVERVIEW

Leisure time mini-courses will provide students hands-on experiences with a variety of leisure activities. This program will offer students the opportunity to compare the leisure time activities of their geographical area with the leisure activities of other geographical areas.

Implementation of this program relies on student, staff and community resourses. All of these persons may be involved in the teaching of leisure time mini-courses.

## SUGGESTED MATERIALS

## IMPLEMENTATION

1. The counselor will discuss with administrators and other staff members the importance of preparing the students for the satisfying use of leisure time.
2. The counselor will survey the staff and compile a list of activities the school staff members have indicated they would be willing to teach.
3. This list will be distributed to students who will add any other activities they would like to explore. They will then indicate the five activities in which they are most interested.
4. The counselor will tally the list to determine the activities to be offered.
5. The counselor will determine with the teachers, interested students and community members who will teach the leisure time mini-courses.
6. The counselor will distribute the final list of activities to the students who will indicate their first, second and third preference.
7. The counselor and mini-course instructors will use the students' preferences to establish a schedule and activity participants. A schedule based on a nine week quarter might be to offer 3-week mini-courses with students rotating at the end of each three weeks. In one quarter, each student will have participated in three mini-courses.

   Different mini-courses may be offered each quarter depending upon student interest.
8. The counselor will provide for evaluation of mini-courses students, teachers, and community members.

WHERE IN THE WORLD CAN OUR STUDENTS GO WHEN THEY LEAVE SCHOOL
IF WE DON'T TEACH THEM ABOUT THE WORLD WHILE THEY ARE IN SCHOOL?

# FORWARD

The following instructional module deals with the use of community resources as a means for enriching your school curriculum.

For many years educators and laymen have agreed that public schools were becoming too isolated from the daily life of the community around them. The only real disagreement has come over what were the effective ways in which community resources could be utilized by schools in meeting student learning needs. With the advent of career education and its explicit focus on preparing students for life roles, the urgency for incorporating out-of-school learning activities into school curriculum has greatly increased.

Research shows that managed or controlled life experiences, which closely approximate real adult situations, can be powerful facilitors of learning for the young. Practical experience has shown that properly structured out-of-school learning activities which are effectively integrated into the total school curriculum have the enhancing and expanding student learning options.

If you decide to proceed through this module, it is important that you remember:

1. Community resources are intended to supplement your careers curriculum rather than substitute for it.
2. Community resources must be integrated into the total curriculum if they are to be effective and helpful.
3. Out-of-school learning activities should be directly related to the achievement of some identifiable student learning objective.
4. Community resources must be carefully identified and then properly prepared before they can be effectively integrated into a curriculum.

# USING COMMUNITY RESOURCES TO ENRICH YOUR SCHOOL CURRICULUM

# STUDY GUIDE

Please proceed through the following steps:

1. Read the goals and objectives for this module.

2. If you feel competent in handling any or all of the objectives, try the pre-test.

3. A. If you believe that you already have demonstrated on the pre-test that you have the necessary competencies to effectively use community resources, then consult your workshop leader before going on to some other module.

   B. If you feel that you need to strengthen your skills in any of the goal areas of this module, please select the appropriate component of the module and proceed.

4. Read Information Sheet #1: "Identifying Community Resources."

5. Work through the Practice Exercises for #1. When you have completed all the items, proceed to the next step.

6. Read Information Sheet #2: "Integrating Community Resources Into Your Curriculum."

7. Work through Practice Exercises for #2. If you have completed all items, then proceed to the next step.

8. Read Information Sheet #3: "Preparing Community Resources for Involvement in Career Education."

9. Work through Practice Exercises for #3. When you have completed all items, proceed to the next step.

10. Take post-test.

11. Check your work on the post-test.

12. Check with the Workshop Leader to see if you have successfully met each objective.

## GOAL STATEMENT

At the completion of this module, the learner will identify a list of potential community resources* and use at least one community resource in an integrated learning activity (classroom lesson) which is directed towards facilitating some specific measurable learner outcomes as defined within the context of a career education unit of instruction.

## OBJECTIVES

The performance objectives for this module are as follows. Upon completing the self-instructional exercises, the Learner will:

1. Contact six (6) potential community resources and secure the agreement of at least two (2) to participate in a total of four (4) different ways in school sponsored career learning activities.
2. Integrate the use of community resources in three (3) different ways into a career education lesson plan; identify the expected learner outcomes associated with each of the community resource related activities, and describe the relationship between the community based activities and the other in-school learning activities of the career education unit.
3. Design a plan describing how these previously identified community resources should be prepared to effectively partitipate in:
    - A. A field trip
    - B. A visit to the classroom by a speaker
    - C. Career exploration conference between a student and an employer.

This plan should indicate what activities need to be done, by whom, and when these activities need to be accomplished.

*Note: Community resources will refer to people, places, and things available from the following kinds of community agencies and institutions: Business, Industries, Government, Social Service Agencies, Religious Institutions, Political Agencies, Clubs, Civic Organizations, Parents, and other resources not directly associated with public education.

## Instruction

Perhaps you already have sufficient skill in using community resources. If this is the case, please take the Pre-Test and turn it in to the Workshop Leader. If you are uncertain about your ability in using community resources, turn to page 12 and continue through the module.

## PRE-TEST

1. Write a list of ten methods you might use to generate a list of fifty potential community resources for your school:

______________________________________________

______________________________________________

______________________________________________

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2. Write a short plan describing how you would contact the community resources identified in Question 1 and interest them in participating in your career education program:

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3. Take one of the career education units you have already written and identify three (3) ways in which community resources could be used to deliver on the learner objectives of the unit. Please indicate what kinds of student learning activities should proceed and follow the use of the community resources in this unit:

______________________________________________

______________________________________________

______________________________________________

3. (Cont.)

______________________________

______________________________

______________________________

4. Describe five (5) potential reasons why a community resource might volunteer to participate in a school based career education program:

______________________________

______________________________

______________________________

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______________________________

5. List three (3) problems a community resource person might have in trying to speak to a class about careers. Please indicate what steps you could take to avoid these problems before they occur:

______________________________

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______________________________

6. List six (6) things that an educator should do in order to prepare an employer for a class field trip. Please indicate what kind of follow-up activities the educator should do in order to assure future involvements by the employer:

## ANSWER SHEET FOR PRE-TEST

### INSTRUCTIONS

Please read the following potential answers to the questions from the test you've just completed. If your answers were essentially the same as the suggested answers, verify your analysis with the workshop leader before going on to another module. If your answers were substantially different, consult with the workshop leader about the appropriate next step or simply proceed to the section(s) of the module indicated.

### Item #1

Partial list of possible methods of generating a list of local community resources.

Use the local telephone directory to identify business and civic groups.

Call local Chamber of Commerce and ask for their help in generating such a list.

Call local labor unions and ask for their help in generating such a list.

Contact local professional associations, e.g., County Medical Association, for a list of members.

Ask fellow teachers for suggestions on possible community resources.

Ask friends, relatives, and neighbors for their help.

Ask the local Employment Securities Commission Office for their help in generating a list.

Speak before Service Clubs and Civic Organizations, e.g., Kiwanis, Rotary.

Search official records for any previous community contacts used by the school, e.g., bus records of field trips, etc.

Contact local community colleges, universities, or private occupational schools for their cooperation.

Contact local newspaper, radio stations, T.V. stations, and ask for public service spots to solicit community volunteers.

Write to national business associations, e.g., National Association of Manufacturers, and ask for assistance.

### Item #2

Review your plan. Does it contain:

1. The opportunity for utilizing existing school contacts, e.g., board members, fellow teachers?
2. The use of personal contacts?
3. The use of students and their parents in contacting community resources?
4. A method for gaining official administration and/or school board support for your efforts?
5. A system for recording pertinent information about potential uses of each community resource?
6. A method for explaining career education to community contacts?

### Item #3

Partial list of some possible ways for using community resources in a careers curriculum.

Speakers to talk about their careers, e.g., a housewife to talk on homemaking.

Informational materials (films, etc.) about careers, e.g., The Bell Telephone System has excellent films on careers in the communication field.

Community teachers to demonstrate special skills and/or teach a specific career related subject, e.g., the use of long division in bookkeeping or fly casting techniques.

Short field internships to permit students some hands on experience or career exploration opportunities, e.g., one morning's work in a grocery store.

Cooperative field training opportunities to train students in a skill, e.g., work at newspaper to learn and practice English composition skills.

Tutorial activities where students can work individually with an adult to develop a skill, explore a career, and exchange information.

Special equipment which can be borrowed by the school from the community for use in career education lessons.

Work experience, e.g., actual jobs which help kids experience what's it like to work.

Contract teaching of supplemental career skills, e.g., knitting, cross-country skiing, sky-diving, whereby certain avocational skills are taught through individual learner contracts between students and community resource people.

Item #4

Partial list of reasons why community resources might choose to participate in career education.

Influence the way kids are taught and/or what kids are taught.

Good public relations and good for individual or corporate image.

Personal need to feel useful or to belong and be involved.

Chance to do something new and different; a new challenge.

Chance to work with young people.

Chance to demonstrate one's ability or share one's interests.

Tax benefits.

Chance to help someone else.

Item #5

Partial list of potential problems a community speaker might face.

Unclear as to the purpose of the talk.

Unfamiliar with the audience, e.g., their age, needs, interests, prior experiences related to the topic.

Unaccustomed to a school setting.

Unable to use appropriate vocabulary, illustrations, or examples.

Lack of visual aids or skill in using visual aids.

Nervousness.

### Item #6

Partial list of potential problems on field trips.

Students don't understand the purpose of the trip.

The teacher has no specific learner objectives identified for the trip.

The community host is unaware of the above two items and/or he doesn't understand his expected role in the field trip.

The students interests are too varied or the teacher has not tried to relate field trip activities to all her students.

The classroom activities (before and/or after) are not explicitly related to the field trip.

The issues of discipline, courtesy and procedure are not clearly spelled out between school and community host.

The school does not try to analyze the host's reason for participating and/or ignores host's needs during the field trip.

## PRE-TEST ANALYSIS

If you feel you were unable to complete any or all of the pre-test items (one, two, or four) proceed to module Component #1.

If you feel you were unable to complete the pre-test item (three) proceed to module Component #2.

If you feel you were unable to complete any or all of the pre-test items (five or six) proceed to module Component #3.

If you feel you have completed all of the test items, check with the workshop leader.

If the workshop leader indicates that you have successfully completed the pre-test, you may wish to skip the remainder of this module.

## INFORMATION SHEET #1

## IDENTIFYING COMMUNITY RESOURCES

Before anyone can use any resource they must first identify where that resource exists; determine how that resource can be utilized; insure that the resource can be secured in a reasonable manner, and at a time when it is needed. These prerequisites to effective resource utilization are important considerations in the case of a natural resource, like oil they are important considerations in the case of an educational resource, like the community.

By participating in the following exercises you will have the opportunity to practice various techniques for identifying community resources, determining the potential useability of those community resources, and actually initiating a plan to mobilize those resources for future use in your careers curriculum.

## LEARNER OBJECTIVES FOR COMPONENT #1

1. By the end of the exercise, each participant will have designed and implemented a local community contact process which will list at least twenty potential community resources; describe the kinds of career education services each resource might potentially provide; and indicate a recommended procedure for contacting each resource.

2. By the end of the exercise, each participant will have role played at least one community resource contact optional, and at least one real community contact so that he or she has a plan for obtaining commitment on the part of community resources to participate in at least three different ways in the school's curriculum, e.g., speakers, tutors, field trips.

## EXERCISE #1

## ORGANIZING FOR COMMUNITY RESOURCES

Effective utilization of community resources suggests that there is an overall "game plan" for what is needed by the school in respect to involvement with the local community. To facilitate effective use, it is suggested that each district designate someone to coordinate community resource utilization. If a district is not sufficiently developed in the area of career education to designate such a coordinator, teacher teams by grade or program level may be a point to initiate an appropriate level of interaction. Once the need for community involvement is determined the question arises, "How does one identify community resources?" Any of the following suggestions may be appropriate:

1. A review of the yellow pages of the local telephone directory may be helpful.

2. A memo on the bulletin board for teachers and students to list present addresses, titles, and phone numbers of personal contacts, including a brief description of what they do. (Remember, personal contact is essential.)

3. Local Chamber of Commerce, local labor unions, local professional associations, etc. should be contacted.

4. Friends, relatives, neighbors, etc. may be of assistance.

5. Conducting a local mail survey may provide additional insights.*

*See attached sample survey questionnaire for ideas.

Each of us has constructed many cases in our own minds why it is difficult or impossible to utilize community resources as educational resources. At the same time, there are evidences that some districts have done very well in mobilizing community resources for educational purposes.

Please list all the reasons you can think of as to why one cannot effectively use community resources.

Many of the reasons above may be legitimate reasons, but for now lets forget about them for the remainder of this unit.

Select at least one of the suggested approaches above and explain why it seems appropriate for you.

Now you have selected a method for generating potential community contacts. Good!

At this point, consider what you might do when contacting these community resources. Some steps to consider include:

Step 1. A Statement of definition for career education.

Step 2. The current status of career education in your district and future plans.

Step 3. The specific purposes for which this community contact may serve.

Step 4. A broad, open-ended method for determining the strengths of this contact and what things are of interest to this contact.

Step 5. A time frame for when this community contact may serve and what role could best be played.

Step 6. A list of questions or problems the community contacts are likely to raise and some suggested answers.

Step 7. Preparing the community contact for continued contact, e.g., suggest that you will call back by a given date.

Step 8. A list of other areas of concern to the local community.

Keep in mind that you should have a good idea of what specifically this contact can do for you. You should know which units or lessons can best utilize this community resource.

At this time, please develop an outline or verbatim response for the proceeding eight areas:

1. Career education definition.______________________________

______________________________

______________________________

2. Current status of career education in your district and future plans.

______________________________

______________________________

______________________________

3. Specific purposes for which this community contact may serve (an example should be used.)

______________________________

______________________________

______________________________

4. An interview frame for determining the strengths and interests of the community contact.

______________________________

______________________________

______________________________

Your evaluation of 4.______________________________

______________________________

5. When, where, and who specifically may serve?______________________________

______________________________

6. Questions likely to be raised and suggested answers for community contacts.

________________________________________

________________________________________

________________________________________

7. Interview, closing statement and call back.________________

________________________________________

________________________________________

8. Other areas of local concern.______________________

________________________________________

________________________________________

Now you know who to contact and what you will do, but how will you contact them? Knowing what to say will not help unless one proceeds to establish contact with community resources. Here are some things to do.

1. It is always important to telephone for an interview - what will you say to enhance your chances of getting to see the community contact?

________________________________________

________________________________________

________________________________________

2. If an interview cannot be obtained, try to get the name of someone in the same general occupational area and level from the community contact. How would you do this?

________________________________________

________________________________________

________________________________________

3. If you are given another name, determine when in the future it might be more appropriate to contact this person again. What would you say?

________________________________________

________________________________________

________________________________________

Here are some helpful hints concerning community contact.

1. Given an appointment has been assigned, make sure you arrive early so as not to keep the community contact waiting.

2. Successful contacts require your personal interest in the community contact and what that contact does. Its appropriate to ask for a tour of the community contacts facility.

3. It is best not to take notes during the interview except for confirming your next contact with this individual. Complete a survey report as soon as you complete the interview.

You now have all the necessary components for component #1. At this point please role play a telephone contact and an interview (ask the workshop leader to help set it up.) Make sure one plays the school district representative, one plays the receptionist, and one plays the community contact. (Note: The receptionist also serves as an observer to provide feedback on what things are done well and not so well.)

If time permits, it is suggested that each of you complete at least one real community contact at this point.

You have successfully completed component #1 - community contacts.

The focus of component #1 has been to encourage you to develop community contacts. Most of what you have done was concerned with the process of developing contacts and not with how you plan on using them. Component #2 will focus more on the specific needs for community resources in your classroom or guidance program.

GOOD LUCK!!!

- - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -

This is to certify that: ______________________________

has successfully completed the Modified Dale Carnigie course on

how to win community contacts and influence local education.

______________________________
Workshop Leader signiture

# SURVEY REPORT FORM

## FOR USE IN PERSONAL CONTACTS AND/OR

## TELEPHONE CONTACTS OR COMMUNITY RESOURCES

EXAMPLE

NAME OF RESOURCE: ____________________

ADDRESS: ____________________

____________________

PERSON CONTACTED: REFERRED BY: ____________________

NAME AND TITLE: ____________________

PHONE: ____________ DATE OF CONTACT: ____________

METHOD OF CONTACT: PHONE PERSONAL OTHER

SERVICES AVAILABLE: (MATERIALS, ACTIVITIES, AND PEOPLE)

____________________

____________________

____________________

REPRESENTATIVE OCCUPATIONS:

____________________

____________________

____________________

EDUCATION FOR ENTRY:

____________________

____________________

____________________

EXAMPLE

OBSERVATIONS AND CONSIDERATIONS:

AGE/GRADE LEVEL: ______________________

FEES: ______________________

ADVANCE NOTICE: ______________________

TIME FACTORS: ______________________

GROUP SIZE: ______________________

EXAMPLE

THIS CONTACT WAS MADE BY (NAME AND TITLE):

______________________

______________________

EXAMPLE

# SAMPLE REQUEST LETTER

Business
Address
Address

Dear Sir (or name of businessman):

Putting action, fun, and meaning into learning is the guiding maxim of the career development program. Career development is a new concept in preparing our young people to make career choices. Career decision making should be a continuous process, (a series of career choices over a lifetime) concerning not only occupations but also the lifestyle an individual wants to pursue. In order to enable our students to do this we need to make the world of work more visible to them. Seventy-five percent of our young people are now leaving school with only minimum counseling and limited information about available occupations. We need to better prepare them for a career. While our communities are faced with a shortage of trained dedicated workers, more and more of our young people are unhappy in their jobs because they end up in a career by chance rather than by choice.

The Columbia Public School system is surveying the businesses and industries of Boone County to see how each of us can contribute toward creating a comprehensive career development program for our youngsters. Please fill out the enclosed questionnaire and return it in the accompanying self-addressed envelope. If you would like more information about the career education program, please call me at 227-3377.

I'm looking forward to working with you together as we strive to meet the needs of our young people and our community.

Sincerely,

________________
________________

## *SAMPLE QUESTIONNAIRE

NAME OF BUSINESS: ________________________________

NAME OF COMMUNITY CONTACT PERSON: ________________________________

ADDRESS: ________________________________

________________________________

| | | |
|---|---|---|
| Yes | No | I would be willing to make arrangements to have individual students come and observe our working location and conditions. |
| Yes | No | I would be willing to make arrangements to have guided tours for field trip groups. |
| Yes | No | I would be willing to send a representative to your school to be interviewed and/or explain our business. |
| Yes | No | I would be willing to donate materials or equipment to be used for educational purposes in the classroom. |
| Yes | No | I would be willing to send a representative to your school to assist the students in a specific project. |

Other ways I can help make occupations visible and meaningful and make education action-oriented:

________________________________

________________________________

________________________________

*Suitable for use in a small survey.

## INFORMATION SHEET #2

## INTEGRATING COMMUNITY RESOURCES INTO A CURRICULUM

In order for community resources to meaningfully contribute to the students' over-all career development they must be thoroughly integrated into the school's curriculum. Before a decision is made to use a community resource, (speaker, field trip, cooperative work-learning experience, etc.) a specific set of related learner objectives should first be identified. Then a comprehensive unit of instruction should be organized and a variety of potential learning activities (including the use of community resources) should be listed as possible means for achieving each learner objective. Each learning activity should be analyzed as to its advantages and disadvantages vis-a-vis the attainment of the learner objectives and also relative to its ability to accomodate different individual learning styles of students (e.g., facilitates independent exploration, permits sharing of experience, allows for self pacing of learning, permits the individual to recycle through the learning experience.) Once this analysis is completed, the instructor should select those learning activities which can best meet the total set of learner objectives (some activities may be capable of satisfying a variety of learner objectives e.g., on a field trip to the city zoo, one can study both the feeding habits of primates and simultaneously explore several occupations which involve the care of animals). At the same time the instructor should try to select all the necessary alternative learning activities which are required in order to fully satisfy the various learning styles of the different students within the class.

As you participate in the following exercise, try to keep the aforementioned principles in mind.

## LEARNER OBJECTIVES FOR COMPONENT #2

1. After completing this exercise each participant will, using the curriculum guide worksheets which are provided, develop an integrated career development unit which appropriately utilizes one or more community resources.

2. After completing this exercise the participant will identify three different ways in which community resources could be used to meet each of six student learning objectives selected from the Reference Guide: Goals and Performance Indicators, related to the area of decision making.

3. After completing this exercise each participant will list six methods for involving community resources in learning activities in a career curriculum.

Note: All of the above products should be shown to the workshop leader for his or her review and comment.

## EXERCISE #2

### INTEGRATING COMMUNITY RESOURCES INTO A CURRICULUM FOR A SPECIFIC PURPOSE

Participants will develop a detailed lesson plan using community resources and submit it to the workshop leader. Lessons using community resources should include the following:

1. Learning objectives to be achieved.

2. Community resource(s) to be used

3. Contact person(s) to be notified

4. Identification of how the community resource will be used (Example - as a field observation site, a resource person, a set of resource materials, etc.)

5. What specific information, skills, feelings, or other desired learnings are expected from the resource?

6. General Plan of Organization:

A. Contacting the resource

   (1) How will it be done
   (2) When will it be done
   (3) Who will do it
   (4) What preparation will be needed to accomplish this task

B. Utilizing the resource in the learning situation

   (1) How will it be used
   (2) When will it be used
   (3) Where will it be used
   (4) What preparation will be needed to insure the effective use of the resource

C. Follow up with resource

   (1) Thank you
   (2) Other plans for future use of the community resources
   (3) Classroom activities to synthesize the learning gained through the community resource
   (4) Evaluation of how effective the community resources were in contributing toward student achievement of the career education objectives.

## INFORMATION SHEET #3

## PREPARING COMMUNITY RESOURCES FOR PARTICIPATION IN THE CAREER EDUCATION LESSON

Once a community resource has been identified and a contact has been made to insure that the community resource will participate in a particular career development activity, then the community resource must be prepared for the expected role it is to play during the learning activity. At the very least the community resource people who are to be involved should be informed about:

1. The objectives of the learning activity involving the community resource and the goal of the career unit in which this specific activity is a component.
2. The nature of the participating students with regard to their previous preparation for this learning activity, their general learning behavior, their expectations and/or express interests related to the planned learning activity and any other pertinent facts which could help the community person better meet your students' career needs.
3. The expected functions that you anticipate the community resource person will perform and the kinds of support materials he or she is expected to provide.
4. The kinds of functions you (and your teaching colleagues) anticipate performing as well as the kinds of resources that the school will provide for the learning activity.

It goes without saying that logistical details such as those related to the exact times, places, number of participants, any special costs, food requirements, rest room facilities, legal requirements, or transportation needs must be worked well in advance in order to assure the success of the learning activity.

As you proceed through this lesson try to refer to each of these issues in your plan for preparing your community resource people for their involvement in your career education lesson.

## LEARNER OBJECTIVES FOR COMPONENT #3

After completing the following exercise, the participant will design a detailed plan outlining a procedure for preparing a community resource person who is to be involved in one of the participant's career education units.

## EXERCISE #3

### PREPARING COMMUNITY RESOURCES TO PARTICIPATE IN A CAREER EDUCATION UNIT

Taking one of the career units you have developed which utilizes a community resource, describe the procedure that you would follow to prepare the community resource people for this activity.

# POST-TEST

## Component #1

Show the workshop leader your community resource guide and inform him as to the identity of the community resource people you have contacted who have agreed to participate in your career curriculum.

## Component #2

Show the workshop leader a career unit which utilizes a community resource and indicate to him why you feel the selection of that resource was appropriate.

## Component #3

Show the workshop leader your plan for preparing a community resource person to participate in one of your career education units.

# HANDBOOK
# FOR
# WRITING CAREER DEVELOPMENT
# INFUSION CAPSULES

Pilot Test Copy

10-74

Working Draft

Developed by:
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CAREER DEVELOPMENT CENTERED CURRICULUM PROJECT
ESEA TITLE III

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Coloma, MI 49038

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## INTRODUCTION

Career Education, a current national trend, is becoming an integral concept in the educational structure. To add emphasis to this movement in Michigan, the legislature recently passed a bill that requires all schools to build career education into their curriculum. Because of this movement, all schools, principals, teachers, and support staff are faced with defining the ways in which they can help to maximize the career development of students.

The goals of career education do not differ markedly from those addressed by American education for over half a century. Most of the instruction in our current curriculum is designed to equip students with knowledge and skills that are needed in their present and future life role. However, because of tense international relations with Russia and technological competitiveness during the 1950's and 1960's, the curriculum became primarily concerned with content and ignored personal utility.

In brief, career education:

- exists for the benefit of the individual,
- recognizes the inherent dignity of the individual,
- attempts to increase the relevance of the curriculum to the specific career needs of the individual,
- attempts to help the individual see the relevance of the school curriculum to his/her goals in life.

## PURPOSE

This packet is designed to be a self-instructing handbook to help teachers write career development components which can be infused into already existing curricula. It is written with the assumption that teachers already have instructional plans for their subject matter content. Therefore, infusion capsules are written for the purpose of incorporating career development concepts and skills into already existing instructional plans.

This handbook includes:

1. the necessary background information,
2. explanation,
3. training instruction,
4. component format,
5. development worksheets,
6. sample unit,
7. and learning activity ideas.

In addition there is a quality check list to help the writer assess the quality of the newly written component.

## DEFINITIONS

Before this handbook can be used effectively, it is important to understand the definitions of several terms that are basic to the concept of career education

Career - A career is the combination of a person's continually changing occupational, family, civic, and leisure life-roles.

Career Development - A series of experiences and decisions which collectively shape the career of any given individual.

Career Education - A total educational program in which career development is the underlying theme. It includes both general and vocational education.

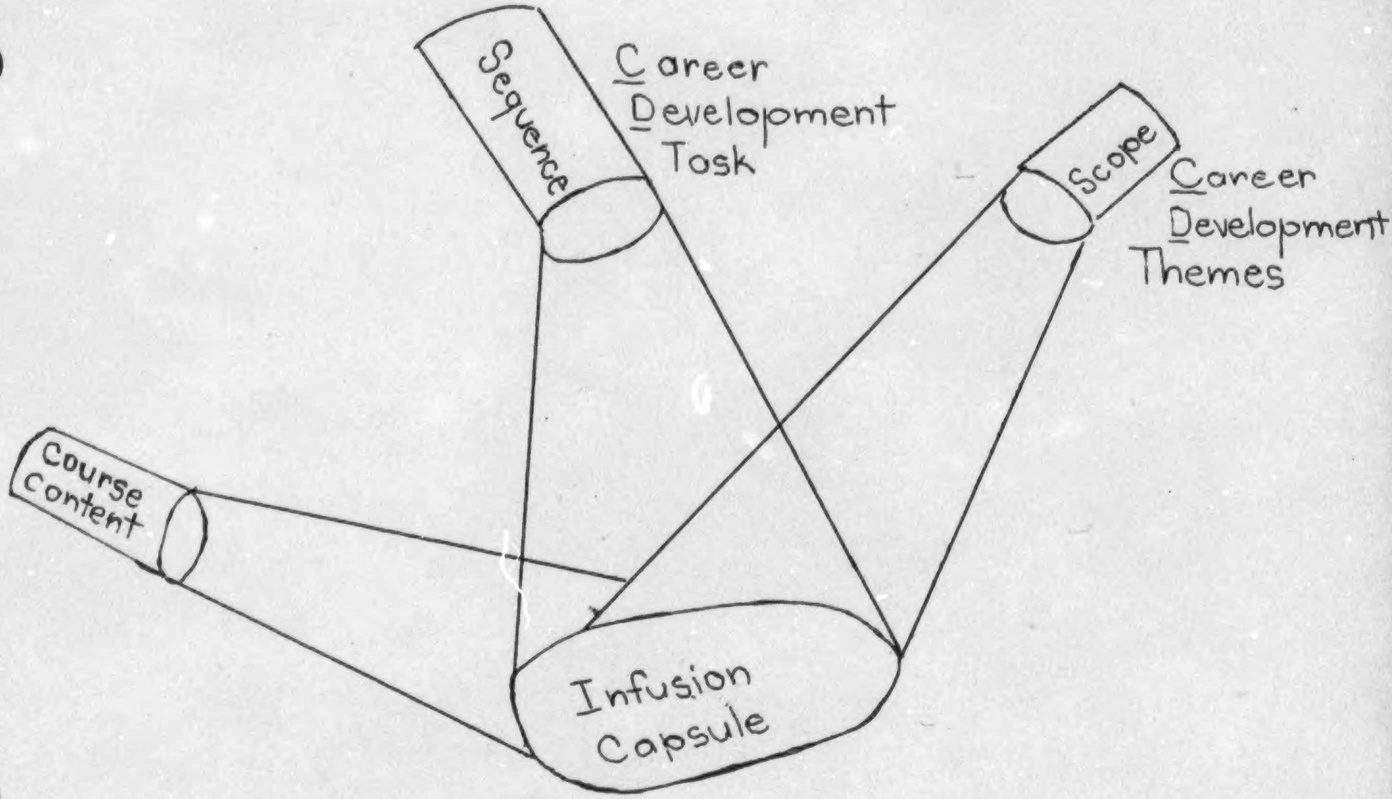
Infusion - The process of incorporating career development instruction into already existing courses.

Infusion Component - An instructional plan designed to be incorporated into an already existing course.

## CAREER DEVELOPMENT PROCESS

One dimension of human growth and development is the career development process. In this process each person progresses through a sequence of developmental tasks that make it possible for that person to become a self-fullfilled individual. This is a life-long process involving experiences and decisions that sequentially build on each other. When taken cumulatively, they contribute to the formulation of a realistic self-concept that can be expressed through one's occupational, leisure, family, and civic life-roles.

The career development process can be augmented by infusing career development components into the already existing curriculum. When developing such components, three things must be taken into consideration: 1) The scope of career development themes or goal areas that must be addressed, 2) the sequence of career development tasks through which individuals normally progress, 3) and the course content in the already existing curricula. All three of these must be brought into focus before one can articulate the goals and objectives which will augment the career development process for each individual.



## CAREER DEVELOPMENT GOAL AREAS

The development of infusion components must stem from clearly stated educational goals. There are three goal areas (elements) that are significant for career development. They are: Element #1 - Life Role Understandings, Element #2 - Decision Making Skills, Element #3 - Realistic Self-Concept Formulation.

Listed on the page are the three Elements and Theme statements that clarify the intent of each Element.

The Elements and Themes are intended as broad general statements that define the scope of career development and help to form the framework from which teachers can build infusion components.

## CDCC THEMES FOR CURRICULUM COMPONENT DEVELOPMENT

CDCC ELEMENT I -- Life Role Understanding (occupational, avocational, family, civic)

Theme 1.1 The student will understand life-role activity as self-enhancing. (psychological, economic, life-style implications)

Theme 1.2 The student will understand life-role activity as societal-contributing. (economic, societal-need implications)

Theme 1.3 The student will understand the relationship of education to life-roles.

Theme 1.4 The student will understand the desirable attributes of individuals in life-roles.

Theme 1.5 The student will understand the characteristics of life-roles and their functions.

Theme 1.6 The student will understand the relationship of life-role changeableness to individual copability.

CDCC ELEMENT II -- Decision Making Skill Development and Utilization

Theme 2.1 The student will set personally relevant goals as part of decision making.

Theme 2.2 The student will identify and use information about self and life-roles as part of decision making.

Theme 2.3 The student will understand decision making as identifying alternatives, selecting the alternative most consistent with goals, and taking steps to implement a course of action.

CDCC ELEMENT III -- Realistic Self Concept Formulation

Theme 3.1 The student will understand his own uniqueness as a result of personal learning, growth, and maturation.

Theme 3.2 The student will understand the relationship of social and educational forces to his individual development.

Theme 3.3 The student will understand the relationship of self-knowledge to a value system unique to him.

Theme 3.4 The student will understand the relationship of his interests, aptitudes and achievements to career goal realization.

## CAREER DEVELOPMENTAL TASKS

The following pages describe the sequential tasks that students confromt as they move through their own career development. These are intended as general statements that form part of the framework - the sequence - from which teachers can build infusion components.

The tasks are arranged according to the three elements (Life-role Understandings, Decision Making Skills, Self-Concept Formulation) and grouped by grade level. (K-3, 4-6, 7-9, 10-12).

## CAREER DEVELOPMENT TASKS*
## FOR
## LIFE ROLE UNDERSTANDING, C.D.C.C. ELEMENT I

K-3

Occupational values and attitudes are formed and are used as a basis for judgment. The child establishes relationships between experience and action, manipulates language and symbols primarily by imitating models and accomodating his behavior to the behavior he observes in others whith whom he identifies, i.e., people in various life-roles. (Focus is generally on home, school and neighborhood.) The child is acquiring respect for particular people and their life-roles, especially for the work they do. (Adults must foster positive attitudes toward all kinds of life-roles.) The child can distinguish between occupations primarily on the basis of tool and uniform clues. He develops interpersonal skills that permit him to gain acceptance by his peers in parallel play and sharing.

4-6

The child continues to face the same kinds of tasks but with more complexity. He enters the phase of conceptual learning. He develops the ability to conceive the function of life-roles. He generalizes (abstracts) his respect for specific people and their life-roles to an appreciation of all people everywhere. As he learns the value of mankind, he learns to value himself. He increases his knowledge of life-roles by expanding his experiences beyond his home, school, and neighborhood. As the child begins to understand the concept of work and value it as an institution, he develops self-direction--this helps build a positive self-concept. He is refining his interpersonal skills to build confidence in his ability to successfully interact with his peers in more complex types of group activities.

7-9

He develops the capacity to operate on hypothetical propositions--he has learned to think more logically and abstractly. He is better able to cope with cultural and environmental demands. He can make internal interpretations of environmental transactions and generalizes these to other situations. Concepts which have been learned previously are used to build further concepts. As he learns about life-roles and life-role settings he determines the subtle factors involved in life-role satisfaction and rewards--looking for what he personally finds necessary, important and valuable. (He should acquire knowledge about life-roles and curricula to help him think realistically about his future.)

10-12

The individual expands and refines tasks of earlier levels. He determines to a large extent, the course of his future. He must define the level of his educational aspiration and arrange his training accordingly. Concepts which the individual holds about self and life-roles become internalized to the point where they form the basis for particular generalizations concerning his career life identity. He must acquire skills, responsibility, and confidence in life roles through actual experiences. Through these experiences he tests his self concept.

*After Ginzberg (1951), Havighurst (1964),
Super (1969), and Tennyson (1970).

## CAREER DEVELOPMENTAL TASKS*
## FOR
## DECISION MAKING SKILL DEVELOPMENT, C.D.C.C. ELEMENT II

K-3

Fantasy period: The child makes unrealistic choices based on dreams and wishes. He does not wonder whether he has the appropriate abilities to do what he wants to do. (Teachers and parents should readily accept unrealistic statements.)

4-6

Late fantasy period, early tentative period. (During early tentative period, children should be helped to see that there are still a number of years before career plans must be set.)

7-9

Tentative period: The individual begins to recognize the problem of career choice; decisions are tentative but more realistic. The individual is continuously obtaining new information and experience, revising previous choices and making new choices. (Gradually the youngster should be helped to explore the difference between fantasy and reality in making decisions.) He begins to formulate a career hypothesis for himself (tentative) - a narrowing process of identifying interests, values, capacities, and opportunities. Making successful decisions strengthens his self-concept.

10-12

Late tentative period, realistic period: The individual's considerations become much more practical as well as important. The decision-making process must become personalized. Because the environment is constantly changing, a major real-life problem is how to plan for change - a realistic decision-making process for the individual requiring commitment with tentativeness. As the individual expresses his self-concept through his complex real-life decisions, he becomes able to utilize his personal attributes to influence the nature of future choices rather than merely to adapt to external pressures. Learning to make decisions and accept responsibility for them helps the individual develop responsible independence and individuality. His career hypothesis is reformed to make adjustments for changing interests, abilities, values, and increased knowledge of life roles.

*After Ginzberg (1951), Havighurst (1964), Super (1969), and Tennyson (1970).

## CAREER DEVELOPMENTAL TASKS*
## FOR
## REALISTIC SELF CONCEPT FORMULATION, C.D.C.C. ELEMENT III

K-3

The child becomes aware of himself and his environment and differentiates between them. He is acquiring a sense of some control over his own course of events--a sense of agency. (The child must have success experiences to build self-confidence thus building tolerance for others). The child begins developing interpersonal skills that permit him to be socially acceptable to his peers. The child realizes that people are not objects and recognizes their humanness. (He needs an atmosphere where mistakes are expected and respected as an individual)

4-6

The child is concerned about what he can do. He should be developing a positive self-concept. He develops his interest and ability to accomplish tasks. (He needs opportunities to work and reinforcement for it.) He should be building social self confidence in himself to relate successfully to others. (He needs a continued atmosphere of mistakes being expected and tolerated and his being accepted and respected as an individual.)

7-9

The individual undergoes great changes physically, intellectually and socially. He explores his self attributes while clarifying his self-concept--he reinterprets the self-concept he developed earlier in terms of his 'new self'. He must come to accept himself as an entirely different person outwardly, and to some extent inwardly. The single most important task for the individual during this state is to achieve a sense of personal identity.

10-12

The individual is engaged in reality testing of his self-concept--he is checking his perceptions of his abilities, aptitude and other personal resources against external reality. He is becoming aware of a preferred life style as related to self-concept.

*After Ginzberg (1951), Havighurst (1964), Super (1969), and Tennyson (1970).

## WRITING GOALS-PERFORMANCE OBJECTIVES-EVALUATIONS

When developing curriculum, it is necessary to state the intended outcomes in terms of goals and performance objectives. In addition, the objectives must be evaluated to determine whether or not they were accomplished.

The following pages review how to write goals, performance objectives, and evaluations.

## SUMMARY OF WRITING GOALS

### Goals

Goals are general statements that give basic direction or intent, usually without reference to specific behavior. They are usually stated in general terms such as:

to know
to understand

to appreciate
to enjoy
to believe
to learn
to develop
to improve
to increase
to have experiences
to develop skills in
to become aware of

Examples of subject area goals:

1. The students will increase their proficiency in dividing fractions.
2. The students will understand the causes of the Civil war.
3. The students will gain an appreciation of Romeo and Juliet.
4. The students will learn the steps of the scientific process.
5. The students will improve eye-hand coordination
6. The students will learn basic shop safety rules.
7. The students will understand the concept of basic food groups.
8. The students will develop skills in tuning an instrument.

Examples of career development goals:

9. The students will understand trip planning as a decision-making process.
10. The students will become aware of the desirable attributes of individuals in team sports.
11. The students will understand the usefulness of percentages as applied to athletics.
12. The students will understand that there are many different factors that affect the formation of friendships.
13. The students will increase their knowledge and understanding of avocational activities.
14. The students will learn to read and understand job ads in the newspaper.

## SUMMARY OF WRITING PERFORMANCE OBJECTIVES

Definition - A performance objective is a specific statement of what a successful learner will be able to DO to demonstrate mastery of the objective.*

Each performance objective should include:

1. An observable (measurable) behavior - this should be an action verb that describes the behavior which the learner will perform.

   Examples of action verbs:

   define
   identify

list
match
measure
arrange
draw
collect
predict
organize
construct
contrast

2. The conditions under which the behavior will occur. These are referred to as 'the givens'.

3. The acceptable level of performance. This is often referred to as the 'criterion'.

Sample performance objectives:

1. Given a list of abbreviations commonly used in job ads found in newspapers, the student will be able to match abbreviations with full-word spellings with at least 80% accuracy.

2. Given a list of technological changes since the 1940's and a list of effects they have had on our life-style, 80% of the students will be able to correctly match those items.

3. Given a set of team sport statistics, the student will be able to compute percentages and averages with at least 80% accuracy.

*For further information about writing performance objectives, see:

Mager, Robert F., PREPARING INSTRUCTIONAL OBJECTIVES, Palo Alto, California, Fearon Pulbishers, 1962.

Harty, L.D., Monroe, B.P OBJECTIVES FOR INSTRUCTIONAL PROGRAMS, New London, CT., Croft Educational Services, Inc., 1973.

## SUMMARY OF WRITING EVALUATIONS

### Evaluation

Evaluation is an important part of writing performance objectives. There must be a way of determining whether the students have met the performance objective. If there is no way to evaluate the objective then the objective is written inappropriately and needs to be revised. The performance indicated in the objective should also indicate the evaluation to be used as well as the criterion for determining success.

The evaluation for the objective should be completed before the instructional activities are designed.

The following are possible evaluation forms:

1. objective tests:

   multiple choice
   true or false
   fill in the blank
   matching
   listing
   arranging in order
   calculating

2. subjective tests:

   short answer
   essay question

3. completed projects or assignments:

   -Here the learner is asked to complete a project or assignment based on the criteria stated in the objective. i.e. interviewing a worker, making an oral report about leisure time, etc.

4. skill performance tests:

   -Here the learner is asked to demonstrate a particular skill. i.e. using an occupational information book, focusing a microscope, etc.

5. behavioral checklist

   -Here the teacher records a behavior that is demonstrated when it occurs. i.e. participating in a discussion, using a particular resource book, etc.

## MODEL

**GOAL**

The student will become aware of the ways in which various occupations use mathematics.

> Goal statements are important. Even though they are not specific, they do give direction. It is the performance objectives which specifically state what the learner must do to demonstrate that he has 'learned'.

PERFORMANCE OBJECTIVES

conditions

Given a list of occupations and a list of ways in which math is used

the student will match them with at least 80% accuracy.

observable behavior criteria

EVALUATION

How do the following occupations use mathematics? (matching)

__________1. truck driver

__________2. payroll clerk

__________3. gas station attendant

__________4. carpenter

__________5. highway engineer

A. measuring lumber

B. balancing accounts

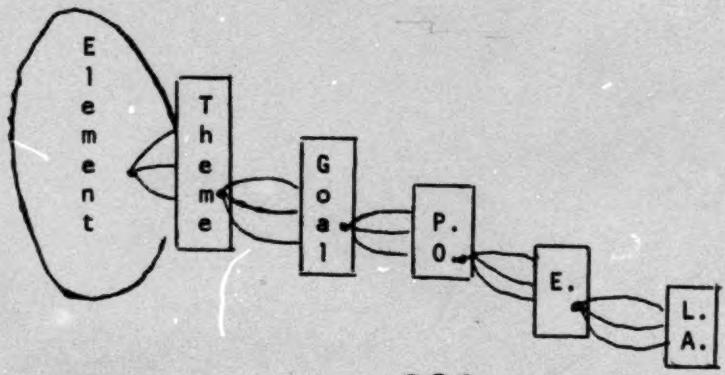
C. logging mileage

D. making change

E. determine traffic patterns

## CONGRUENCY BETWEEN GOALS, PERFORMANCE OBJECTIVES, EVALUATION, AND LEARNING ACTIVITIES

When developing curriculum, one must be especially careful about the congruency between the various parts of instructional component. Each part must logically be developed from its preceding part so that the entire component is a response to its goal statement. The following diagram helps to illustrate the narrowing (clarifying) effect these parts have when congruently developed.



Selecting a theme statement narrows the meaning of the Element (major goal area).

Goal statements specify the intent of the theme for a particular infusion component.

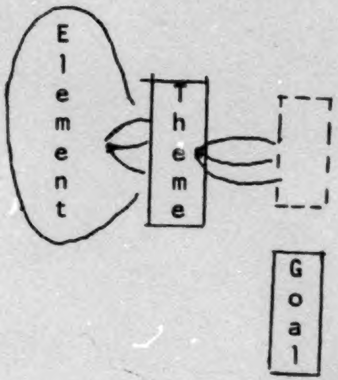
Performance objectives identify a particular learner behavior for that goal.

Evaluation and learning activities are designed for each performance objective.

Example of a non-congruent goal:

Theme 1.5 - The student will understand the characteristics of life-roles and their functions.

Goal* - The student will learn the steps of the water cycle.

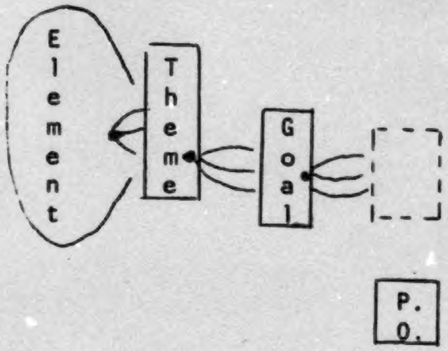


*Corrected goal - The student will understand how an environmentalist uses knowledge of the water cycle.

Example of a non-congruent P.O.:

Goal - The student will understand the effect of the women's liberation movement on the job market.

P.O.* - Given a list of jobs and a list of job definitions the student will be able to match them with at least 85% accuracy.

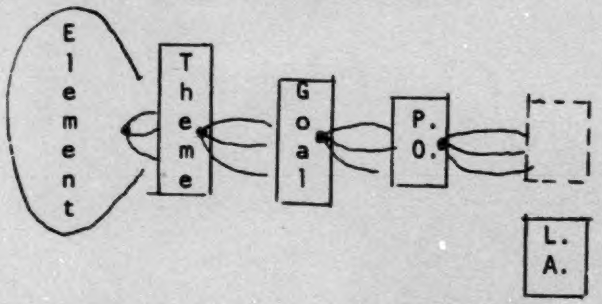


*Corrected P.O. - Given a list of statements about recent changes in the job market, the student will be able to identify those which are a result of the women's liberation movement.

Example of a non-congruent Learning Activity:

P.O. - Given a list of family life-role activities, the student will be able to write a sentence stating how each activity might be self-enhancing.

Learning Activity* - Have the students view a film about how to care for babies.



*Corrected Learning Activity - Give the students a list of family life-role activitie and have them interview parents, relatives, and friends to see if any of the people interviewed are enhanced by the activities on the list.

## INFUSING CAREER DEVELOPMENT THROUGHOUT THE CURRICULUM

Remembering that we have defined the word career to include all life-roles (occupational, family, civic, and recreational), it is then appropriate to say that all school subjects can be an integral part of the student's career development. Therefore, all courses should include career development components. This is not to say that the instruction for any one course can cover all career development goals. The teacher's role in the infusion process is 1) to identify those career development goals that can be addressed in his/her respective course, and 2) to build Career Development activities discreetly into his/her course that will contribute to the accomplishment of these goals.

## THE INFUSION PROCESS

Infusion is the process of incorporating career development concepts and skills into the already existing curricula. This can be done in two ways:

1. Informally by spontaneously adding career development experiences to the instruction as situations natrually present themselves in the classroom.
2. Formally by developing instructional components that teach career development skills or concepts and the regular subject matter through the same activities and lessons.

It is desirable to use both approaches for the infusion of career development into the curriculum. The former, being spontaneous, allows the teacher to meet immediate needs of students while the latter, being intentionally planned, provides permanency for career development in the curriculum.

The success of both formal and informal infusion of career development into the curriculum depends directly on the teacher's ability to blend it naturally into the the instruction without is appearing as something 'new', 'different', or 'extra' to the students.

## DEVELOPING THE INFUSION COMPONENT

Presented in this section is a step by step guide for the development of infusion components. The development steps are designed to be used with the component development worksheets found in Appendix C. These worksheets provide the format for writing the component and facilitate the writing process. Experience has shown that best results are achieved when the suggested order of steps is followed.

Appendix A is a sample infusion component to which the teacher may refer for an example of a finished component.

Appendix B is a quality checklist which the teacher may use to assess the quality of the capsule she/he has written. It is advisable to preview the quality checklist prior to developing a capsule so that one is aware of the criteria to be used.

### Caution

A common pitfall, when writing an infusion component, is to become 'sidetracked'. That is, to lose sight of the purpose of an infusion capsule and unintentionally develop an instructional plan for course content rather than career development. This handbook is written with the assumption that teachers already have instructional plans for their subject matter content. Therefore, infusion capsules are written for the purpose of incorporating career development concepts or skills into already existing instructional plans and not for the subject matter content.

The following page offers four examples of how one might become 'sidetracked'.

There are four places where one can become sidetracked:

1. writing a goal statement about course contnent rather than career development,

Example: A teacher, who wanted his class to understand the desirable attributes of workers in the lumber industry, wrote this goal statement: The students will understand the process of lumber production. Here the teacher became sidetracked and wrote a goal for subject matter rather than the career development idea.

2. writing a performance objective about course content rather than career development,

Example: A teacher, who wanted her class to understand uses of multiplication in family life-roles, wrote this performance objective: Given a set of multipiication problems, the students will be able to complete them with at least 80% accuracy. Here the teacher became sidetracked and wrote an objective for subject matter content.

3. designing the evaluation for course content rather than career development,

Example: A teacher stated the following objective: Given a list of science related occupations the student will be able to indicate the contribution each makes to society. She became sidetracked when she wrote the following evaluation: Write a brief description to explain the operation of 1) a nuclear power plant, 2) a nuclear submarine, 3) a nuclear bomb.

4. designing a learning activity for course content rather than career development.

Example: A teacher, who wanted his students to understand that reading a map is necessary in a wide variety of life-roles, designed this learning activity: Write a report on the map making industry. Here the teacher was sidetracked by factual information on the map making industry rather than dealing with his career development goal.

The infusion capsule should clearly indicate where and how a career development concept or skill is to be infused into the course content, but, the infusion capsule itself does not include a lesson plan for the subject matter.

## INFUSION CAPSULE DEVELOPMENT STEPS

Step A

Keeping your course in mind, review the career developmental tasks to make sure you understand the sequence of developmental tasks which most of your students face at their particular grade level.

Step B

Keeping your course in mind, review the Career Development Elements and Themes which provide the scope of career development goal areas from which you will draw for developing an infusion component.

Step C

Keeping the elements, themes, and developmental tasks in mind, examine the topics, concepts, and skills you are teaching in your course. (See your course outline.)

Step D

Identify a course concept, skill, or topic into which a career development concept or skill could be infused.

Step E

Identify the appropriate element (s) and theme (s). In some situations you may want to select more than one element and/or more than one theme. This is perfectly appropriate. Remember, these are broad statements; it is the goal statement you write that makes them specific for your infusion component. Enter them - C 3

Step F

Write a goal statement that indicates what is to be accomplished. In some situations you may need to write more than one goal. Enter on - C3.

Step G

Write a performance objective for each goal statement. In some situations it may be appropriate to write more than one objective for a goal. Enter on - C 3.

Step H

Design the evaluation procedure for each performance object. If the test items are such that each student's answer will be different, indicate that, i.e. discussion questions. Enter on - C4, C5, C6.

Step I

Using the brain-storming technique, develop a list of possible learning activities. (Don't stop to think about the ideas; write them down as soon as you think of them no matter how ridiculous they may seem. Ridiculous ideas can be ruled out later, but for the present they may stimulate you to think of a good idea. (Do this on a scratch paper.) See Appendix D for brainstorming ideas.

Step J

From the brain-storming list select the most appropriate activities, then arrange them into a logical teaching sequence.

Step K

Develop a detailed teaching strategy (lesson plan) for the selected learning activities. Use C7 and C8. (Refer to Appendix A for an example of how this is done.

Page C7 and C8 are designed to face each other so that the user can read both vertically and horizontally.

Explanation of Columns:

-The first column, titled Directions, is to be a sequential listing of the specific instructions for the teacher, i.e. 'Have the students list...', distribute Activity Sheet...'.

-The second column, titled Notes of Explanation, explains, clarifies, gives examples, suggests, gives optional activities, in other words gives additional information about the steps in the first column. If no additional explanation is necessary for a particular instruction in column 1, leave the corresponding space in column 2 blank.

-The third column lists all resources and materials that relate to a specific instruction in the first column, i.e. 'Prepare Activity Sheet #3, one for each student,' or 'obtain 2 volumes of the OCCUPATIONAL OUTLOOK HANDBOOK'. etc.

-The fourth column is space for the teachers to make additional notes during lesson preparation or to comment on the effectiveness of the lesson for future teaching and revision purposes.

The logic of this formate is ease of use when both preparing and teaching the component. Its utility includes:

1. During preparation one would study both the first and second columns.
2. The third column, at a glance, makes it easy to see what materials need to be collected for a particular day's lesson.
3. When teaching, the first column outlines the lesson plan and would be used as the guideline for actual implementation.

The advantage of this format is that one can easily locate particular information in one of the columns without searching through all the information.

Step L

Develop any Reference Sheets and Activity Sheets that are needed for the learning activities. Use C9 and C10. Make sure the Activity Sheets and Reference Sheets have been referred to in the teaching strategy.

Explanation of Reference Sheets and Activity sheets:

-Reference Sheets contain additional information for either the teacher or the students. A Reference Sheet should be used for anything that is too lengthy to be explained in column 2 on page C7. A Reference Sheet should also be used when there is information, charts, etc. to be handed to the students.

-Activity Sheets are sheets on which students actually do some kind of activity, i.e. answering questions, graphing results, completing an interview, etc.

Step M

Write a brief statement explaining the rationale that has evolved during the development of this component; use C2.

Step N

List any special information that the teacher might need to know about this component, such as the amount of instructional time required, unusual equipment or space required, etc.; use C2.

Step O

Complete all necessary identification information on page C1.

Step P

Before implementation, apply the quality checklist in Appendix B to evaluate your component. Based on your assessment of the component's quality, make any necessary changes.

The quality check assesses only the quality of the component development and not its classroom effectiveness. Classroom effectiveness depends on both the quality of the materials and the teacher's ability to arrange classroom learning experiences. Pilot testing is the only way to evaluate effectiveness.

# APPENDIX A

# SAMPLE INFUSION COMPONENT

# A CAREER DEVELOPMENT CURRICULUM
# COMPONENT FOR
# 8th Grade

## History - (Agriculture)

Pilot Test Copy
Revised 10-74

Developed by:
Mary Alice Hettig, 8th Grade Social Studies Teacher
Lee Downey, Secondary Project Coordinator

CAREER DEVELOPMENT CENTERED CURRICULUM PROJECT

ESEA TITLE III

Gerald Geik, Project Director

Coloma Community Schools
P.O. Box 218
Coloma, MI 49038

William Barrett, Superintendent

## UNIT RATIONALE

The purpose of this capsule is to help further the Junior High student's knowledge of farming and agri-related job opportunities. Also the many changes in agriculture by comparing agricultural practices in the 1840's with modern day farming.

This capsule is designed to be infused into the already existing eighth grade history unit on the development of agriculture in the United States.

## TEACHER INFORMATION

The instructional time required on this unit is approximately two class sessions.

## ELEMENTS, THEMES, GOALS, AND OBJECTIVES

Element #1 - Life Role Understanding (occupational - family life roles)

Theme #1.5 - The student will understand the characteristics of life-foles and their functions.

Goal - The student will understand that a variety of occupations are dependent on some knowledge of agriculture.

### PERFORMANCE OBJECTIVE

Given a list of occupations, the student will be able to identify the occupations that are related to agriculture with at least 80% accuracy. (Evaluation Sheet #1)

Theme #1.6 - The student will understand the relationship of life-role changeableness to individual copability.

Goal - The students will increase their knowledge of how farmers have changed their practice to meet modern day needs.

### PERFORMANCE OBJECTIVE

Given two lists of statements, one describing farming in the 1840's and the other describing modern day farming, the students will be able to match them with at least 80% accuracy. (Evaluation Sheet #2)

## EVALUATION

Evaluation Sheet #1 is used both as a pre-test and a post-test, while Evaluation Sheet #2 is used only as a post-test.

Post-testing should be done by incorporating the evaluation items into the regular subject matter.

## EVALUATION SHEET #1

Name________________________________ Period____________ Date_______________

Instructions: Place an X on the blank before each occupation that requires some knowledge of agriculture.

_____1. beautician
_____2. real estate salesman
_____3. secretary
_____4. doctor
_____5. butcher
_____6. banker
_____7. custodian
_____8. car-truck dealer
_____9. weather announcer
_____10. factory worker

# EVALUATION SHEET #2

Name____________________________________Period____________Date______________

Instructions: The items in List #1 are statements describing the modern day farmer. Match them with the statements about the farmer of the 1840's by placing the letter of the best choice in the appropriate blank.

List #1 - Modern

_______ 1. Uses conservation practices to preserve land.

_______ 2. Depends on many others for knowledge and materials.

_______ 3. Family very active in community life.

_______ 4. A big businessman today.

_______ 5. Production usually increases each year.

_______ 6. Farmer's children usually leave the farm and take non-farm jobs when grown.

_______ 7. Has more leisure time.

_______ 8. Earns enough money to provide a good living for the family

List #2 - 1840's

A. Farmer's children usually stayed in farm work or took a job related to farm work when grown.

B. Lonely farm life, rarely got to town

C. Farmer's only income was a small money crop.

D. Worked dawn to dark

E. Barely earned a living for the family.

F. Self-reliant mostly.

G. Moved to another farm when soil wore out.

H. Produced barely enough to get by on.

## ANSWERS FOR EVALUATION SHEETS

### EVALUATION SHEET #1

_____ 1. beautician
__X__ 2. real estate salesman
_____ 3. secretary
_____ 4, doctor
__X__ 5. butcher
__X__ 6. banker
_____ 7. custodian
__X__ 8. car-truck dealer
__X__ 9. weather announcer
_____ 10. factory

### EVALUATION SHEET #2

1. G
2. F
3. B
4. C
5. H
6. A
7. D
8. E

## TEACHING STRATEGY

| DIRECTIONS | NOTES OF EXPLANATION |
|---|---|
| 1. Introduce this capsule by asking students, 'What is agriculture?' → | Many students will not know the whole meaning of the word. Agriculture-the science and art of cultivation of the soil, the breeding and raising of livestock, etc.; tillage, farming. |
| 2. Ask students to raise their hand if they live on a farm and their father makes the family living from the farm. → | Place 'farmers' on blackboard and put down the number of students that raise their hands. |
| 3. Ask students to raise their hand if they live on at least 10 acres or more of land and their family's income comes in part from the property they own. → | Explain 'in part'. (Ex. roadside stand or selling eggs or rabbits, etc.) Write this number on the blackboard. |
| 4. Use pre-test. (Evaluation Sheet #1) → | Explain to students that just for the fun of it, let's see if we are aware of occupations that are related to agriculture. (Stress it is not a test.) |
| 5. Ask students to raise their hand if the head of the family is in anyway connected with agriculture. → | Many students will not be sure so let them be the judge and write this number on the board. |

| DIRECTIONS | NOTES OF EXPLANATION |
|---|---|
| 6. Lead into a discussion of how few people in America are farmers but how many are involved in agriculture related jobs. | |

| RESOURCES AND MATERIALS | NOTES |
|---|---|
| 1. Use dictionary and read the definition to the class | |
| 4. Evaluation Sheet #1 (pre-test) (one per student) | |

## CAPSULE #1
(Continued)

| DIRECTIONS | NOTES OF EXPLANATION |
|---|---|
| 7. Ask the students to raise their hand → and list all the agra-related jobs they can think of on the blackboard. Discuss these as they are given. (Sample list on Reference Sheet #1) | Try to guide students' thinking into lines other than the type of farming most prevalent in their local area. |
| 8. Guide the discussion of the class to changes in agriculture from the so-called 'good old days' up to modern times. | |
| 9. Distribute Reference Sheet #2 to → class and discuss the 17 modern farming examples with the farmer from the 1840's. | Note that many examples are almost opposite now from what they were in the 1840's. |
| 10. Use a transparency of Reference Sheet #2 to point out the differences . The students should write in the changes in modern day farming. Distribute Activity Sheet #1. | |
| 11. Summarize this unit by reviewing | |

| DIRECTIONS | NOTES OF EXPLANATION |
|---|---|
| the many jobs related to agriculture and how farming has changed from the 1840's. | |
| OPTIONAL | |
| Use crossword puzzle, Tillers of the Soil, as an optional activity. → | This puzzle could be used as an activity when test on unit is finished or whenever the teacher wants. |

| RESOURCES AND MATERIALS | NOTES |
|---|---|
| 7. Reference Sheet #1 has many jobs related to agriculture. | |
| 9. Reference Sheet #2 (one per student) | |
| 10. Transparency of Reference Sheet #2<br>Activity Sheet #1 (one per student) | |
| OPTIONAL | |
| Puzzle from - American History in Silhouette, by Velda Jane Real, Student copy 1972, J. Westen Walch Pub., Portland, MA 04104 | |

## REFERENCE SHEET #1

Examples of jobs related to agriculture.

1. farmer (all kinds, grain, fruit, animal, etc.)

2. farm equipment salespeople

3. gas and oil company workers

4. farm equipment repairpeople (welding shop, etc.)

5. farm supply store owners and employees

   spray material
   seeds
   feed
   fertilizer
   packages
   etc.

6. spray consultant

7. nursery people (trees, bushes, etc.)

8. nursery catalog publisher

9. banker (loans money)

10. truck dealer

11. fruit and vegetable buyer (market)

12. grain elevator operator

13. real estate salespeople

14. butcher

15. meat packing business employees

16. grocery store managers and employees

17. livestock dealer

18. weather reporter

19. agriculture teachers (college and high school)

20. landscape architect

21. farm magazine publishers and writers

## REFERENCE SHEET #2

| *MODERN FARMER* | *FARMER FROM 1840'S* |
|---|---|
| 1. *Earns* a living from the farm | Provides a living |
| 2. Uses complicated machines | Only had hoe, plow, cradle, scythe, etc. |
| 3. Uses technical knowledge to grow more and better crops | Used methods that varied only slightly through the years |
| 4. A businessman today | Money crop - only means of getting money |
| 5. Has government help (ex. Department of agriculture frost reporting) | On his own - little outside help |
| 6. Uses conservation practices to preserve land | Moved to another farm when soil wore out |
| 7. Has much more leisure time | Work dawn to dark |
| 8. Fewer man hours required, more machines replace human and hand labor | Most everything done by hand, few machines |
| 9. Family very active in community life | Lonely farm life - rarely got to town |
| 10. Has few animals except for recreation and pets | Cows, horses, chickens, etc., essential to life of family |
| 11. Depends on many others for knowledge and materials | Self-reliant mostly |

## REFERENCE SHEET #2

## (CONTINUED)

| *MODERN FARMER* | *FARMER FROM 1840'S* |
|---|---|
| 12. Family is well educated | Little education facilities available |
| 13. Production usually increases each year | Produces barely enough to get by on |
| 14. Recreational facilities available (snowmobile, swimming pool, boat, etc.) | No time for recreation except on Sunday and restricted then |
| 15. Sons and daughters usually take non-farm related jobs and move off farm | Usually took over farm or engaged in a farm related job |
| 16. Usually takes a few days at least for vacation from farm work | Few places to visit except relatives and had to take care of animals at home |
| 17. Can provide and earn a good living for the family | *Barely* earns or provides a living for family |

## ACTIVITY SHEET #1

| *MODERN FARMER* | *FARMER FROM 1840'S* |
|---|---|
| 1. ______________________ | Provides a living |
| 2. ______________________ | Only had hoe, plow, cradle, scythe, etc. |
| 3. ______________________<br>________________________ | Used methods that varied only slightly through the years |
| 4. ______________________<br>________________________ | Money crop - only means of getting money |
| 5. ______________________<br>________________________<br>________________________ | On his own - little outside help |
| 6. ______________________<br>________________________ | Moved to another farm when soil wore out |
| 7. ______________________ | Work dawn to dark |
| 8. ______________________<br>________________________<br>________________________ | Most everything done by hand, few machines |
| 9. ______________________<br>________________________ | Lonely farm life - rarely got to town |

## ACTIVITY SHEET #1

## (CONTINUED)

| *MODERN FARMER* | *FARMER FROM 1840'S* |
|---|---|
| 10. ____________________<br>____________________ | Cows, horses, chickens, etc., essential to life of family |
| 11. ____________________<br>____________________ | Self-reliant mostly |
| 12. ____________________ | Little education facilities available |
| 13. ____________________<br>____________________ | Produces barely enough to get by on |
| 14. ____________________<br>____________________<br>____________________ | No time for recreation except on Sunday and restricted then |
| 15. ____________________<br>____________________<br>____________________ | Usually took over farm or engaged in a farm related job |
| 16. ____________________<br>____________________ | Few places to visit except relatives and had to take care of animals at home |
| 17. ____________________<br>____________________ | *Barely* earns or provides a living for family |

# COMPONENT QUALITY CHECK LIST

***Directions:*** **Circle 'yes' or 'no' for each item. If there is a 'yes' or 'no' response that you wish to qualify, place an (X) on that response and write your qualification in the space under the question. Make an overall evaluation of each section by placing a (✓) on the rating scale. Summarize the ratings in the space below.**

**Component Title**—______________

**Grade Level**—______________

**Subject**—______________

**Developer(s)**—______________

______________

---

## *Goals*

**Yes No 1. Is each goal properly *stated*?**

**Yes No 2. Is each goal *congruent* with the theme for which it was written or selected?**

**Yes No 3. Is each goal educationally *relevant*?**

**Yes No 4. Is each goal *appropriate* for the developmental level of the students for which it was written?**

**Low High**

**1 2 3 4 5** **Overall quality of the goal section.**

## *Performance Objectives*

**Yes No 1. Is each P.O. *properly stated*? (behavioral, conditions, criteria)**

**Yes No 2. Is each P.O. *clearly stated*? (so that ambiguity is reduced)**

**Yes No 3. Is each P.O. *congruent* with the goal for which it was written?**

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Yes No **4. Is each P.O. *appropriate* for the designated grade level?**

**Low** **High**
**1 2 3 4 5** **Overall quality of the performance objective section.**

### *Evaluation*

Yes No **1. Are the directions *clearly stated* for the teacher?**

Yes No **2. Are the directions *clearly stated* for the students?**

Yes No **3. If pencil and paper evaluation is to be used, is the reading level *appropriate* for designated grade level?**

Yes No **4. Is the evaluation *congruent* with the performance objective for which was developed.**

**Low** **High**
**1 2 3 4 5** **Overall rating of the evaluation section.**

### *Learning Activities*

Yes No **1. Is each activity *appropriate* for the designated grade level?**

Yes No **2. Is each activity *congruent* with the P.O. for which it was designed?**

Yes No **3. Is each activity *appropriate* for the developmental level of the students for which it was designed?**

Yes No **4. Does each activity *reflect* the vocabulary and reading level of the students for which it was designed?**

Yes No **5. Does each activity *include* suggested teaching strategies?**

Yes No **6. Do activities collectively *follow* a logical learning sequence? (introductory, culminating)**

**Low** **High**
**1 2 3 4 5** **Overall rating of the learning activities.**

***Activity and Reference Sheets***

**Low** **High**
**1 2 3 4 5** **Overall quality of the Activity Sheets and Reference Sheets.**

***Interest***

**Low** **High**
**1 2 3 4 5** **How interesting will this infusion experience be to students?**

---

**# of yes ——**

**# of no ——**

**# qualified yes ——**

**# qualified no ——**

**Overall rating of the entire component.**

**Low** **High**
**1 2 3 4 5**

***Summary of ratings***

——— **Goals**

——— **Performance objectives**

——— **Evaluation**

——— **Learning activities**

——— **Activity and Reference**

——— **Interest**

——— **Average of above ratings**

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# A CAREER DEVELOPMENT CURRICULUM
# COMPONENT FOR

——Grade
————(Subject)
——————(Unit topic)

Pilot Test Copy
———(Draft date)

Developed by:
————————(Name)
————————(Teaching assignment)

CAREER DEVELOPMENT CENTERED CURRICULUM
ESEA TITLE III
Gerald Geik, Project Director

Coloma Community Schools
P.O. Box 218
Coloma, MI 49038

William Barrett, Superintendent

## *Rationale*

## *Teacher Information*

## ELEMENTS, THEMES, GOALS, AND OBJECTIVES

**Element #**_______

**Theme #**_______

**Goal** -

***Performance Objective*** -

**Page**____

# EVALUATION SHEET #——

**Name**—————————— **Period**———— **Date**————

**Instructions:**

**Test Items**

**Page**——

# ANSWERS FOR EVALUATION SHEETS

**Evaluation Sheet #———**

1.

2.

3.

4.

5.

etc.

**Evaluation Sheet #———**

1.

2.

3.

4.

5.

etc.

***Teaching Strategy***

| DIRECTIONS | NOTES OF EXPLANATION |
|---|---|
| 1. ➡ | |
| 2. | |
| etc. | |

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**RESOURCES & MATERIALS** **TEACHERS NOTES**

1.

## LEARNING ACTIVITY IDEAS

Listed below is a variety of learning activity ideas that may be helpful when brainstorming during Step I.

- Discussion
  - large group
  - small group
  - pairs or triads
- Lectures
- Debates
- Writing letters
  - for information
  - for free materials
  - thank you notes to role-models
  - thank you notes to places that have been visited
- Field trip investigations
  - outside the school
  - inside the school, i.e. vocation shops, kitchen, boiler room, etc.
- Role-models (guest speakers)
- Surveys
- Research
- Role-playing
- Simulation
- Interviews
  - oral
  - written
  - taped
- Games
- Puzzles
- Writing
  - plays
  - books
  - short stories
  - sentences
  - biographies
  - autobiographies
  - articles
  - poems
  - songs
- Work Projects
  - making candy
  - planting trees
  - fund raising projects
  - community improvement projects
- Films
- Filmstrips
- Tape recordings
- Book reports
- Using occupational information resources

Art Activities
  -collages
  -posters
  -bulletin boards
  -murals
  -pictures
  -models
  -mobiles
  -dioramas

Publish newspapers

Student made visuals
  -super 8 movies
  -slides
  -snapshots
  -tape recordings

Contests

Questionnaire

Making Comparisons

Keeping journals or diaries

Making scrapbooks

Observing a worker on the job ('shadowing')

Hobby shows

Career fair or exhibit

Interest and aptitude surveys

Demonstration
  -by students
  -teachers
  -parents
  -role-models

Puppets

Making visual aids
  -graphs
  -charts
  -maps
  -diagrams

Problem solving
  -life situations
  -simulated situations
  -Math related, i.e. checking, figuring mileage, making change, etc.
  -designing games

Make believe trips

Learning Centers

Reporting observations made during trips or vacations